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ABSTRACT

This practicum addressed the need for an African Studies curriculum guide for early childhood education by developing 30 activities which could be integrated into the practical life, language, geography, art, and music areas of child care centers. Practicum goals were to (1) develop a curriculum guide of age appropriate learning activities for teaching about Africa; (2) conduct on-site inservice teacher training sessions to familiarize staff with the guide and assist in developing materials; (3) assess implementation of the guide via a checklist; and (4) pre- and posttest the children receiving instruction. During the implementation process teachers developed materials and integrated them into their settings. Children worked with the materials and showed appreciable gains in knowledge and positive attitudes about Africa. Lesson plans are included in the appended related materials. (Author/RH)

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Incorporating African Culture in the

Early Childhood Environment

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N O V A U N I V E R S I T Y

APR 28 1986

Incorporating African Culture in the Early Childhood Environment

by

Intisar Shareef

Cluster IX

A Practicum Report Presented to the
Ed.D. Program in Early Childhood
in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Education

Nova University
1986

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ABSTRACT

Incorporating African Culture in
the Early Childhood Environment

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Report, Nova University, ED.D. Program
in Early Childhood

Descriptors: Early Childhood Education/
Black Youth/Black Culture/Black
Education/African Culture

This practicum addressed the need to develop a curriculum guide which included African studies in the early childhood learning environments. The writer developed a guide of thirty activities which could be integrated into the practical life, language, geography, art and music areas of child care centers.

The writer's goals were: (1) to develop a curriculum guide of age appropriate learning activities for teaching about Africa, (2) conduct on-site inservice teacher training sessions to familiarize staff with the guide and assist in developing materials, (3) assess implementation of the guide via a checklist entitled Including African Culture in the Early Childhood Environment, and (4) pre- and post the

children involved via Images of Africa Pre and Post Test.

During the implementation process teachers developed materials and integrated them into their settings. Children worked with the materials and showed appreciable gains in knowledge and positive attitudes about Africa.

CHAPTER I

INTRODUCTION

Description of Community

Lockwood Child Development Center is one of 22 centers in the Oakland (California) Unified School District's Department of Child Development. The center was started in the 1940's during World War II and has the distinction of being one of the oldest child care sites in the school district. When this site was founded the State Department of Social Welfare served as the administrative arm of the children's center. With the passage of the Child Development Act of 1972, the responsibility for the child care programs was transferred to the State Department of Education (Balakshin, 1972).

According to the Oakland Board of Education, the purpose of the Oakland Unified School District's child development program is twofold: first, to provide a model child care and development program which meets the needs of the children, and secondly to provide an opportunity for participants' parents to be employed or to pursue some type of education or training that will enhance their potential for employment.

Lockwood Child Development Center provides child care services eleven hours a day, Monday through Friday from 7:00 a.m. until 6 p.m. The center is open 12 months a year.

The program is advertised as one that was designed to provide an enriching environment with a variety of educational and recreational experiences which foster the social, emotional, cognitive and physical development of preschool and school age children.

The child care facility is housed in three adjoining portable classrooms. These portables are located on the grounds of the Lockwood Elementary School. The school and child care center are separated by a ten foot chain fence. The child care center has a separate outdoor area with a large climbing structure, some grassy areas and picnic tables and benches.

The two and three year olds' rooms are in one bungalow and connect with each other via a doorway. The kindergarten and four year olds' rooms are located in a separate but adjoining bungalow. A 30 foot hall connects the two areas. The school age children occupy the third portable which is separated from the kindergarten class by the lunchroom area. All classrooms are large and sunny. Most have built-in shelves along two walls.

According to the United States Commerce Department's 1980 census, the total population in Oakland was 339,337. The ethnic breakdown was:

African-Americans	46.3%
Whites	30.2%
Native Americans	.7%

Asian/Pacific Islanders	7.8%
Spanish origin	9.6%
Other	5.4%

These figures do not give an accurate picture of the East Oakland area where Lockwood was located. The East Oakland community has a larger black population. The percentage of African-Americans in East Oakland was 66.1%. However, Lockwood can be seen in even greater perspective if one looks at the Census Bureau's neighborhood statistics. Lockwood was located in neighborhood 088. The percentage of African-Americans in that specific neighborhood is 92.9%. The ethnicity of the center is 98% African-American, 2% Spanish-American. One staff member is Spanish-American, the others are African-American.

This small East Oakland neighborhood is surrounded by industries and highways. East 14th Street, one of Oakland's major thoroughfares, is the eastern boundary while San Leandro Street, a highly industrialized area, serves as the west boundary. Havenscourt Boulevard, a residential area of single family homes and small apartments, is the northern boundary and Hegenberger Road, a truck route, fronts the other industrial area to the south. Of the 433 employed persons in this heavily industrialized neighborhood, 70% work for wages or salary for a private company, business or individual; 26.8% hold local, state or federal government jobs; and less than 4% are self-employed. The unemployment

rate in 1980 was 22%.

Lockwood, which services children from age 2 through grade three, has a history of encouraging parent participation. Four years ago, the parents raised over $6,000 to pay the cost of sending the school age children to the Grand Canyon. Given that the median income of families is in the area of $8,200, this fund raising effort seems very significant. Indeed, poverty is no stranger to the neighborhood. There was a total of 877 persons below the poverty level in this neighborhood, according to the 1980 census. That represents 40.7% of all persons for whom poverty status was determined. Consequently, related children under 18 years of age comprise 50.7% of the poverty population in Oakland neighborhood 088. Of the 530 families in this district, 40.8% were maintained by married couples, 47.7% by a female head of household, and 11.5% by a male head of household.

Lockwood Child Development Center is the largest of all the child development centers in the Oakland school system. It has the capacity for serving 148 children. There are presently 130 children enrolled. The center is staffed with six teachers and thirteen instructional aides. Teachers are required to hold a California Children's Center permit. Minimum requirements for this permit are 24 semester units of Early Childhood Education and 2 years teaching experience. The Lockwood site is supervised by a site administrator who has a Master's degree in Early

Childhood Education. There are also two food service workers, one custodian and a clerical person on site. Program-supported staff includes a nurse, social worker, dietitian and resource teachers.

At the time of practicum performance, all the classrooms had recently been reorganized into a child centered format. There were at least six interest areas in each class; math, language, art, music, practical life and geography. Areas were separated by open shelves where all learning materials and individualized activities were placed. Children worked independently at nearby tables or on the floor using a mat. There were two 75-90 minute work periods daily, one in the morning and one in the afternoon. Teachers demonstrated an activity to a child or a small group of children but generally children worked independently. Teachers observed and intervened to instruct or demonstrate as needed. Teachers also conducted a 20-minute group or circle activity two or three times daily. This was usually a song, story or finger play. Outdoor time was scheduled in the morning and the afternoon.

Author's Work Setting and Role

The writer served as the resource teacher for this site as well as four additional child care centers in the Oakland district. The major responsibilities of this position were to assist the site administrator in establishing an optimal learning environment, provide an effective staff development

program, and to assist the administration in curriculum development.

The writer is presently pursuing a doctoral degree in Early Childhood, holds a Master's degree in Counseling and Student Personnel, a Bachelor's degree in Elementary Education and Montessori teaching credential. Additionally, the writer serves as a community college instructor, has served as an adult educator with the California Head Start programs and as an early childhood specialist, preschool director and teacher in several Bay Area child care facilities.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The writer observed the Lockwood Child Development Center's six classes for one year from May 1984 until May 1985. None of the six classes had learning materials that reflected the cultural or ethnic background of the African-American children served. During this one year span, the only time emphasis was placed on the cultural or ethnic background of the children was Black History Month. During the month of February the teachers developed a bulletin board display commemorating the life of Martin Luther King, Jr. Occasionally during the year, the children heard a story written by an African-American author. Also, Ella Jenkins' records were used during music time but no mention was made about Ms. Jenkins' ethnicity or the origin of her songs.

Problem Documentation

The writer heard the children refer to one another with derogatory racial slurs. School-age children particularly addressed one another with negative comments about skin color, hair texture and facial features.

More than ninety-five percent of the children and staff at Lockwood were of African-American descent. The rich

cultural heritage of this population should have been reflected in the learning environment of the center. The music, books, learning materials and activities should have reflected the cultural heritage and ethnicity of the community served.

In May 1985, the writer assisted in the development of a multicultural workshop for the staff members of Oakland's 22 centers. One presentation was devoted to African heritage and African-American contributions. None of the staff members of Lockwood attended the session. The writer conducted an informal interview of the six teachers in June 1985 to assess if any of the teachers had studied African or African-American history (Appendix A). Two questions were asked orally and teachers responded orally. "Have you studied African history or African-American history? If so, when and where?" "Do you feel children in the center could benefit from knowledge about their African ancestry? If so, how would you teach them?" Only one of the six teachers had taken any classes in African history in the last five years. Two other teachers had studied African-American history during the late 1960's or early 1970's. When the writer asked if the teachers felt the children could benefit from understanding their culture, all of the teachers responded affirmatively. However, all of the teachers were unclear about how to introduce young children to the study of their culture.

Oakland Public Schools has an Office of Curriculum and Instruction (C&I). The writer visited the office to find appropriate materials or guidelines for incorporating ethnic studies in the children's center. There were no Black Studies materials available for young children. Indeed, there were few materials for any age child since the C&I Office defunded the Black Studies Department five years ago. The writer was told that the multicultural education department, which formerly included Black history, had slowly been phased out. There were two additional departments created in its place--one bilingual education department for Hispanic students and one English as a second language for Asian students. The writer was therefore directed to two resources--both elementary classroom teachers who were available to give inservice training if their schedules permitted.

The writer concluded that Lockwood Child Development Center was remiss in not providing a learning environment that reflected the cultural heritage of over ninety-five percent of its population. The center needed a curriculum guide to assist teachers in developing appropriate materials for five of the interest areas.

Causative Analysis

In order to educate young children about their culture, teachers of African-American children need resources and

training about African culture and history. According to the National Alliance of Black School Educators, at present college and university teacher educators and existing primary and secondary school staff cannot be expected to contribute fully to African-American academic and cultural excellence, in the absence of systematic training, both in appropriate teaching strategies and in African-American history and cultural materials.

In general, educators at all levels are unprepared by training or by experience to do what needs to be done because more often than not:

- they are unfamiliar with essential culturally relevant academic subject matter information
- they have not been exposed to the work of many educators who have worked successfully with African-American learners
- they are unfamiliar with important professional literature specific to the education of African-Americans. (NABSE, 1984)

Lewis and Margold (1981) contend that current school curriculum is heavily Anglocentric, when in fact American society is culturally and ethnically pluralistic. Because diverse groups of people have influenced the history of America and continue to contribute to all aspects of American culture, the school curriculum should reflect the multicultural nature of the society.

Herskovits (1958) suggested that American scholars did not search for Africanisms in the behavior of Black people because the African experience was defined as disgraceful. Hale (1982) agrees that American society perpetuated the myth that Africans had no culture or civilization and thereby taught Black Americans that Blacks attained the highest level of culture by having been brought to America and been civilized by the white man. Hale contends that having been confronted with this kind of prejudice, Black people were not interested in Africa and preferred not to be reminded of their African heritage.

Wiley's (1983) research of several staffs of major African studies centers reported that negative images of Africa are still very strong. Wiley postulates that the public school teaching about Africa is not necessarily so bad or worsening but that the total impact of the various media and personal anecdotes in the United States is to socialize the students to a complex of negative associations, which the school experience neither covers nor significantly moderates.

Lewis and Margold's (1981) prior research concurs with the Wiley study. They found that through exposure to mass media as well as peers, family members and others, children continually learn about diverse groups of people including their own ethnic group. The information children receive is often limited at best and derogatory and inaccurate at worst.

Wiley (1983) contends that the negative images of Africa, in particular, continue to exist and endure in spite of the experience and knowledge of the increasing numbers of American academics, journalists and diplomats in Africa. The negative stereotypes result from the contact of the students with "the most modern media and school system in the world," suggesting that the images are undergirded with an infrastructure of powerful social, economic and political forces which are not easily contravened. Indeed, Wiley believes that more careful research will reveal that negative stereotypes about non-Western peoples are more widely disseminated and believed than during previous periods of history.

Carter Woodson (1933), often referred to as the father of Black history, offered this opinion:

> "The 'educated Negroes' have the attitude of contempt toward their own people because in their own as well as in their mixed schools Negroes are taught to admire the Hebrew, the Greek, the Latin and the Teuton and to despise the African. No thought was given to the history of Africa. You might study the history as it was offered in our system from the elementary school throughout the university, and you would never hear Africa mentioned except in the negative."

Unfortunately, more than forty years after Woodson's pronouncement, researchers Williams and Morland's (1976)

review of the research evidence regarding the development of racial attitudes in young children has shown that preschool children--both European and African-American--display a bias favoring light-skinned (Euro) persons over dark-skinned (Afro) persons. The researchers contend that throughout the period of childhood, both European and African-American children share a bias toward the positive evaluation of light-skinned human figures.

To counteract this bias, multicultural education proposed that the heritage of ethnic minorities be accurately reflected in the school curricula. The ideological premise was that studying ethnicity would ultimately shape and change human behavior, values and attitudes. (Lanasa, 1984)

Research done by Lewis and Margold (1981) indicated, however, little growth and development in advancing a cohesive multicultural approach to education. Their analysis revealed that usually multicultural activities are presented as one day experiences during which students celebrate a particular holiday. Little was done to help children retain the cultural information they received and to use it to inspire them to learn more about themselves and others or to motivate them to apply the information.

Walker's (1985) research gave a sobering dose of reality for what effect this multicultural promise held for California school children. Walker analyzed the films on

Africa used for educational purposes in several major California urban public school districts with predominantly African-American or multi-ethnic populations. The writer contacted the researcher who stated that one of the districts studied was Oakland. Walker's findings revealed that in spite of numerous written works available that provided detailed critiques of the film images of Africa and other Third World peoples, and in spite of the presence of knowledgeable experts and abundant library resources within immediate geographical proximity, the visual resources on Africa, the African Diaspora, and the Third World held currently by the California public school districts are, with few exceptions, inexcusably inaccurate and negative. The films on Africa exhibit all of the worst imaginable and documented stereotyped images. Walker stated that although it was impossible for anyone to get anything close to an accurate view of Africa from these "educational" films, one did get a very clear idea of the plethora of fundamental Euro-American myths of Africa and Africans.

The writer found Walker's analysis held true at Lockwood Center. The majority of children and teachers in the Lockwood Child Development Center are the victims of society's negative stereotyping which depicts their African homeland as a nonproductive, backward area of the world. The children's center teaching staff needed a curriculum guide which would assist them in developing positive images

about the continent of Africa.

Related Literature

William Torrey Harris, twice United States Commissioner of Education before the end of the nineteenth century, believed that education institutionalized as a social science would "lead the child to freedom by leading him away from his primitive self." Since the social order that Harris wished to preserve was that of an emerging urban-industrial society, the cooperation of schools to serve this purpose has been dominant for over a century. Schooling, as a consequence, is still viewed primarily as a preparation for becoming a productive worker in an industrialized economy. (Hummel, 1973)

After the turbulent 60's, many educators saw the shortsightedness of such an educational approach and were committed to changing the educational focus. At the 1970 Conference of the National Education Association, the following conclusion was drafted by the Association for Supervision and Curriculum:

> "Education must help the child have a good self image in terms of his own culture. Our system has failed many pupils. They have no hopes for the future; they are born losers. They have no pride in themselves because they have had no opportunity to learn about themselves and their culture. . .When we address

ourselves to multi-ethnic education, we are taking a first step toward improving the learners' self image. When his learning is relevant to his life and needs and reinforces his cultural heritage, he becomes a real person." (Dunfee, 1970)

Hale (1977) called for a closer examination of the plight of the African-American child in particular. She saw America as having an educational system with a dual purpose for educating Black children. The first is socializing them into accepting the value system, history and culture of Anglo-Americans. The second is education for economic productivity. Black children, Hale says, are treated like commodities to be imbued with skills which are bought and sold on the labor market for the profit of the capitalists.

The National Alliance of Black School Educators (1984) established a new agenda for educating African-American youth. They stated

"Excellence in education must prepare a student for self-knowledge and to become a contributing problem solving member of his or her own community and in the wider world as well. No child can be ignorant of or lack respect for his or her own unique cultural group and meet others in the world on an equal footing. We believe that this type of excellence in education is the right of the masses and not merely for a small elite." (NABSE, 1984)

The importance of cultural identification and respect is supported by researchers, King and Karlson (1979), who polled thirty-five Black scholars nationwide and found high agreement among them concerning the importance of cultural heritage in the development of educational programs for Black children. Those polled agreed it was essential to:

1. Use curriculum that reflected the cultural background of Black children;
2. Use materials that reflected Black norms, values and perspectives;
3. Use non-racist books and materials; and
4. Stress humanism or the worth and importance of people.

Henderson (1984) also supports the call for a culturally relevant curriculum. She states that a multi-cultural affective education for young children should focus on self awareness and self acceptance. These goals must be incorporated into the overall instructional program. Henderson suggests acquainting children with aspects of African culture, i.e. introducing African folklore, songs, dances and customs as possible means to achieving the goal.

In the U.S., Blacks and whites alike have amazingly little knowledge of the prevalence or cultural backgrounds of African-descended people when compared to other countries of this hemisphere. Afro-Americans of Colombia, Brazil, French Guinea, Surinam, and other countries have preserved

many more African customs and linguistic features than the Afro-Americans of the United States. In South America and the Caribbean countries, African-American researchers found African words in the language as well as African songs and dances, African foods and herbal medical practices that could be traced directly back to Africa.

In the U.S., with the exception of the South Carolina Sea Islands, almost every vestage of Africanism has been erased from the Afro-American culture. Where anti-slavery activity was successful, the African culture remained at least partially intact. There is very little historical evidence of successful struggles against slavery in North America. (Counter, 1981)

The residual effect of being ignorant about one's culture and heritage may explain the results of a recent National Urban League survey. The Black Pulse, an hour-long in person interview, was conducted in 1979-80. There were 3,000 Black heads of households interviewed on a range of topics. Families in the highest, as well as the lowest, income category named "lack of racial unity" as a major problem facing Black families. Despite the economic conditions which affect the quality of African-American lives, more than 15% of middle income Blacks interviewed cited lack of racial unity as the most important problem facing Blacks. Apparently, ascension into the middle class had not solved the problem of being Black in America.

Psychologists, Comer and Poussaint (1975), offer this insight about the socialization process of African-American children in their book, Black Child Care.

> "Five through eight is an important period with regard to race. This is the period during which the child does or does not 'sign a contract' with society. The society expects parents, teachers, and other caretakers to help children accommodate themselves (adapt to) and 'swear allegiance' to the desirable attitudes, values, and ways of the society. This is done by introducing youngsters to books, information, religious and political, ritual and other experiences which convey these attitudes, values and ways. The process is called socialization. In return for their accommodation and allegiance, the society should provide the children and their families with a strong sense of belonging to a concerned, more powerful whole. This sense of belonging reduces a great deal of life's insecurity for individuals."

The writer contends that African-Americans often miss a step in this socialization process. Too often Black children are not introduced to the ways of their historical society (i.e. African heritage) or their present society (local communities, churches, organizations). Consequently, the child swears no allegiance to desirable attitudes, values or ways since the first step of identifying with

self (i.e. African-American) has not been taken. The second step of identifying with a concerned, more powerful whole (i.e. European-American) is impossible. How can one identify with the whole when one doesn't understand the part?

To understand the part or to understand the "self", one must make comparisons. Visual images of the self are important, especially for young children. Kunjufu (1984) clarifies the distinction between self-esteem and self-image. The words, he says, are often mistakenly used interchangeably. Self-esteem is to possess a favorable opinion of oneself, while image is defined as a likeness, symbol, mental picture or the reliving of a sensation in the absence of the original stimulus. Self-esteem should be viewed more as an end result, and self-image more as a process or catalyst affecting self-esteem.

Given the importance of positive self-esteem and a positive self-image in the development of a healthy mental attitude for African-Americans, one must ask "Why is the American public--and the American school children--still consistently misinformed about Africa?" According to anthropologist Bohannon (1964), "The myth--and it is one that will be met everywhere--is that Africa was 'savage'. The myth began in the seventeenth and eighteenth centuries when savages became a philosophical necessity for the emergence of Europe. Savages, both depraved and noble, explained historical as well as psychic problems but the

ideas concerning savages were buttressed with few facts."

Maynard (1974) indicated that as Europeans were enslaving and then conquering and colonizing African peoples in the sixteenth, seventeenth, and eighteenth centuries, a detailed philosophy of racism was written to justify the conquest of Africa. This racism is delivered daily wholesale through the mass media.

Nigerian scholar Onipede (1956) adds, "The effect of Hollywood's holy war against Africa is most pronounced on the average American black man. Like the rest of the public, he is an American, and most of his information on Africa comes from the mass media available to him. Furthermore, because the American black man constitutes a minority, a persecuted one indeed, his immediate reaction is to divest himself of any traits of being associated with the symbol of the savage African."

This divestment of Africa has caused serious identity problems for most African-Americans. According to McDermott (1985), the confrontation between human heritage and the world in which one finds one's self is the stuff out of which one weaves that fragile creature one calls self. One must relate to one's self and one's ethnicity. A balanced life and existence depends on it. McDermott states, "Helping our children to learn how to make relations is the central and most important task of pedagogy. To the extent that they do not learn to make their own relations, children

are doomed to living second hand lives. Creatures of habituation, who merely follow out the already programmed version of their experience as inherited from parents, older siblings, and self-appointed definers of reality such as teachers.

"It is now obvious that as we come to self-consciousness in our early years, we are playing out our inherited genetic and social trappings. None of us can ignore the conditioning power of this inheritance. The existence of a pristine self, free of the entangling alliances of one's genetic and social past is a myth. To be born white or black, male or female, Irish or Jewish, is an inherited context as thick as the earth itself."

The writer thus believed Black children should be exposed to accurate, positive information and images about their cultural heritage.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATIVE INSTRUMENTS

Statement of General Goals

The goal of this practicum was for the teachers at Lockwood to integrate age appropriate learning activities reflecting the African heritage and culture of the students into the following interest areas or learning centers: language, art, music, geography and practical life. The lack of resources and information and the preponderance of negative stereotypes about African culture and civilization had prevented teachers from utilizing cultural materials to develop concepts in the various areas.

The following behavioral objectives were developed to assess the results of the practicum. The information includes

a) a statement of the objective,

b) an identification of the individual(s) fulfilling the objective,

c) the level of performance.

Behavioral Expectations

The following goals were projected for this practicum:

1. Behavior expected:

The writer was to create an early childhood curriculum guide based on the study of various African cultures and civilizations. The guide was to utilize age appropriate learning activities in the five interest areas of each classroom in Lockwood Child Development Center.

Standard of Performance:

The writer was to develop at least six complete lessons for each of the following interest areas:

a. language
b. music
c. art
d. practical life
e. geography

Each area would have activities that ranged in difficulty from 2½ to 8 year old ability levels.

Assessment Instrument:

The writer was to complete curriculum guide containing 30 activities for the early childhood program (Appendix B).

2. Behavior expected:

The writer was to conduct four two-hour inservice teacher training sessions to exhibit sample activities, assist teachers in making activities and demonstrate how to present activities to the children.

Standard of Performance

The writer was to conduct one two-hour teacher training session with the available staff in each of the four classes. Teachers were to receive two handouts: Guidelines for Giving Demonstrations (Appendix D) and Format for Making An Activity (Appendix E).

Assessment Instrument:

Attendance and participation of writer and staff at each inservice session were to be recorded.

3. Behavior expected:

The teachers in each of the four classes were to develop at least three activities from the curriculum guide for each of the five interest areas.

Standard of Performance:

Teachers were to be responsible for developing at least three of the six activities cited for each interest area.

Assessment Instrument:

Checklist: Including African culture in the Early Childhood Environment (Appendix C) was to be used.

4. Behavior expected:

The writer was to administer the Images of Africa

Pre-Test and Post-Test (Appendices F and G)

Standard of Performance:
The writer would individually interview a random selection of 60 children from the kindergarten and school age classes.

Assessment Instrument:
Images of Africa Pre-Test and Images of Africa Post-Test were to be utilized.

5. Behavior expected:
Children were to be tested on the Images of Africa Pre- and Post-test and show an increase of knowledge about Africa and more positive responses to questions about their preferences for Africa.

Standard of Performance:
The writer was to compare scores from pre-test with scores from post-test to see if children showed an increase in knowledge about Africa and more positive feelings.

Assessment Instrument:
The Images of Africa Pre-Test and Images of Africa Post-Test were to be used.

Evaluation Instruments

The writer developed a checklist which listed each of the interest areas. Under each area the writer listed the six activities developed. The criterion of evaluation for each activity was:

1. age appropriateness
2. attractiveness
3. completeness (are all materials available for successful completion by the child)
4. extensions or creative additions

Scores ranged from

1--below average

2--average

3--above average

4--excellent

Each activity was evaluated for each criterion. The writer and site administrator evaluated the teachers' performances via the checklist and considered success in accomplished the goal if the mean score for each class on at least three activities was 3.0 or better for each interest area.

The writer developed the Image of Africa Pre-test and Post-test. The writer considered success in improving self-image if children responded positively or more informatively to questions on the post-test which had previously

been missed or responded to negatively on the pre-test.

Evaluation Instruments

The curriculum guide was designed as a reference and guide for the classroom staff at Lockwood. The writer felt the teachers could benefit from a guide that clearly outlined materials, presentation of materials, objectives, controls of errors, variations and extensions for materials. The writer's previous experience working with the staff had indicated such a guide would be well received and used. Each classroom received the guide in a loose leaf binder. The guides were placed with other curriculum materials in the class and teachers used the guides while on the site. Guides were not allowed to leave the premises although teachers were allowed to make copies of a few activities on the center's copy machine. The writer also supplied teachers with copies of the activities when requests were made.

The writer developed the Checklist: Including African Culture in the Early Childhood Environment as an evaluative tool for recording and assessing the inclusion of African cultural materials into the environment. Since the four Lockwood classrooms were already organized into interest areas and teachers had received previous inservice training regarding demonstrating materials and providing independent work time, the writer assumed the staff would be able to

make the transition into integrating these cultural activities in their present environment.

The Images of Africa Pre- and Post-Test was adapted from the Ruiz instrument (1982) used as a measure of social distance with second graders. Ruiz used his instrument to ascertain racial bias. The purpose of the Images of Africa instrument was twofold. The writer wanted to assess what the children knew about Africa (questions 1-4, 7, 14-19) while also ascertaining how the child felt about Africa and Africans (questions 5, 6, 8-13, 20, 21).

The writer expected that children would gain information and change their attitudes positively when exposed to materials that presented a positive African image.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The writer's decision to develop a curriculum guide which viewed African culture as a total system was based on the analysis of research from Mbiti (1970), whose studies of African religious beliefs and practices demonstrated that among the many so-called distinct tribes there were more similarities and commonalities than differences. Nobles (1980) supported the position of Mbiti and argued for a more wholistic approach to studying Africa. He suggested that the overemphasis given to tribal differences was the anthropological or scientific version of the imperalist strategy of "divide and conquer." According to Nobles, the focus upon superficial differences has blinded many students to the underlying similarities in the experiential communality of African people.

In Asa Hilliard's 1984 address to the First Annual Ancient Egyptian Studies Conference, he stated

> "Foreign explorers have been fascinated by what they considered to be significant differences among Africans, differences in the physiognomy of peoples, in ways of worship, etc. However, they have been attracted to the surface structural manifestations. Clearly an impartial investigation based on empirical facts

will demonstrate that cultural unity is far more significant than superficial diversity."

Noble (1980) suggested that the slave experience broadened the definition of tribes. As the system of American slavery began to define slavery in terms of Africans, tribes were more broadly defined in the minds of Africans. Thus, as slavery was moving closer and closer to its final definition, the slaves themselves were moving closer to African or Black as the final definition of tribe. The author, therefore, anticipated drawing on the total African perspective instead of comparing or contrasting nations or tribes. Indeed, the children discovered differences or similarities as they worked on activities from the guide. This was their discovery instead of a teacher-directed observation.

The research reviewed by Williams and Moreland (1976) suggested that large numbers of African-American preschoolers have not yet identified themselves as belonging to a dark-skinned racial group. Williams suggested their pro light-skinned bias and/or pro-European messages are derived from the culture. The integration of African images in the art, music, geography, practical life and language areas would give the children a chance to identify with their images in the school setting.

Orozco (1983) suggested studying "civilizations"

instead of trying to teach culture. Culture, she says, probably cannot be taught. What can be taught is something about the civilization contributing to the culture. Orozco suggests presenting these civilizations with emphasis on the contributions which are most outstanding in the "culture" to be observed. The author selected activities from different African civilizations for the curriculum guide.

Ruiz's (1982) work on affecting children's attitude about different cultural groups is worth noting here. Ruiz stated in his review of the literature that there are two basic approaches to accomplishing this task. One was the curriculum approach and the other was the reinforcement based on modification approach. According to Ruiz, the latter approach has been only moderately successful. He, therefore, utilized the curriculum approach in attempting to modify the racial attitudes of a group of second graders in Miami. Ruiz developed a multicultural studies unit based on the nine cultural groups represented in his class. He incorporated language arts, geography, social studies, music, dance and art to educate the children about each others' cultural, historical and geographical place in the world.

Adams (1981) also used the curriculum approach in teaching young children in the Detroit schools about West Africa. The children made comparisons between their geographical location and lifestyles in Detroit with children

in Ghana and Nigeria. Children studied the location of their city, state and country as well as the location of Ghana and Nigeria. They also compared housing, education, customs and community life. They learned a few words in the language of the Ghanians and the Nigerians and also listened and danced to West African rhythms.

The author utilized some of the aspects of Adams' curriculum, especially the music component. However, many of the activities presented in the Detroit model were too teacher oriented. The author was more interested in developing individualized, hands-on activities which children used independently. The author's idea was to present in the environment images and activities with African artifacts that speak for themselves.

The direction for a literature curriculum proposed by Austin and Jenkins (1983) was utilized for this practicum. The authors stated that children who feel adrift and are in danger of losing their cultural identity can derive a sense of their history and a respect for their cultural heritage when they focus on multi ethnic books. The literature curriculum can prove the children have roots in the past, that their racial group has contributed to the world of art, music, dance and literature and that basic human drives are universal.

Levine (1977) provided some direction for incorporating cultural activities into the group or circle time.

> "In their songs, as their tales, aphorisms, proverbs, anecdotes, and jokes, Afro-American slaves, following the practices of the African cultures they had been forced to leave behind them assigned a central role to the spoken arts, encouraged and rewarded verbal improvisation, maintained the participatory nature of their expressive culture, and utilized the spoken arts to voice criticism as well as uphold traditional values and group cohesion."

In Levin's study, teachers encouraged more improvisation by allowing children to complete stories that the teacher began. Also, different types of call and response activities were included in circle time music lessons. African fables and stories that teach lessons about values and morality were also read.

Description of Selected Solution

The author found Thrush's (1977) approach to teaching cultural subjects closest to the desired model for this practicum. Thrush cited Dr. Maria Montessori's position that culture is taken in by activity. "Get the child to use his/her hands in acquiring culture." This activity was aided by apparatus or materials which helped the child acquire culture by himself. The aim was not to teach the subject, but to sow seeds of interest which germinated and grew with each individual child according to his/her own personality.

The teacher was responsible for providing an environment which contained key experiences about African civilizations. Therefore, the role of the teacher was not to provide information via a lecture or formal lesson but to kindle enthusiasm, exploration and individual action.

This allowance for movement and exploration is essential in the pre-school and kindergarten since this is when the child is at the peak of his motor and sensory development (Thrush, 1977). According to Boykins (1977), this need for movement is especially true for Black students. He suggested classrooms should be established for research purposes where "special nonpunitive environments are created as centers of learning for children who require more free space and movement."

Lockwood Child Development Center had been restructured into classes with interest areas. This type environment seemed to lend itself to the approach advocated by Thrush and Boykins.

The teachers added materials to the practical life area which contained cultural activities that pertained to food preparation, care of the person, and care of the environment. The children were therefore exposed to experiences with African cultural objects and they were exposed to information about the makers of these objects.

The language activities were provided to encourage the development of new African words (i.e. Arabic, Swahili). The children were exposed to books by and about Africans.

The geography activities were similar to those described by Adams (1981). Children were introduced to the locations of African civilizations and/or nations. They were also introduced to activities that encouraged them to recognize the shapes of various African countries.

The music and art activities were derived from the curriculum of Spodek (1976) and Adams (1981). Creative art experiences such as dollmaking, print making, and jewelry making were introduced. Music activities which consisted of listening to African songs and discussing their meaning as well as learning African dance techniques were introduced. Children were also exposed to information about African instruments.

Description of Action Taken

The writer serving as the resource teacher for the four classrooms (1) compiled the curriculum guide, (2) created sample materials, (3) conducted inservice teacher training sessions, (4) pre- and post-tested 60 children, (5) assessed the teacher-made curriculum materials in the four classes, (6) introduced additional resource staff to materials, and (7) assisted in the wider dispersement of the curriculum guide.

The curriculum was designed as a reference and guide for the classroom staff at Lockwood. The writer felt the teachers could benefit from a guide that clearly outlined

materials, presentation of materials, objectives, controls of errors, variations and extensions for materials. The writer's previous experience working with the staff had indicated such a guide would be well received and used. Each classroom received the guide in a loose leaf binder. The guides were placed with other curriculum materials in the class and teachers used the guides while on the site. Guides were not allowed to leave the premises although teachers were allowed to make copies of a few activities on the center's copy machine. The writer also supplied teachers with copies of the activities when requests were made.

The writer decided to conduct on-site inservice teacher training sessions with the staff members of each room. This decision was reached early in the implementation process when teachers of the youngest children began to develop materials that were not age appropriate. The author realized that closer ties needed to be established with the individual teachers and felt that smaller work sessions which focused on the development of age appropriate materials would facilitate the implementation process. The notion of introducing curriculum areas to the total staff was discarded and a new format for introducing the guide and the appropriate sample materials was developed.

The author followed the Guidelines for Giving Demonstrations (Appendix D) and used children from the center as

models. Teachers observed as one or two materials were presented from each of the curriculum areas. After this presentation, teachers were given an opportunity to practice demonstrating materials with one another while some selected to make materials. The handout, Format For Making Materials (Appendix E), was distributed. This process was repeated with all four classroom staffs.

Next, the Images of Africa Pre- and Post-Test was adapted from the Ruiz instrument (1982) used as a measure of social distance with second graders. Ruiz used his instrument to ascertain racial bias. The purpose of the Images of Africa instrument was twofold. The writer wanted to assess what the children knew about Africa (questions 1-4, 7, 14-19) while also ascertaining how the child felt about Africa and Africans (questions 5, 6, 8-13, 20, 21).

The writer expected that children would gain information and change their attitudes positively when exposed to materials that presented a positive African image. The writer considered success in improving self-image if children responded positively or more informatively to questions on the post-test which had previously been missed or responded to negatively on the pre-test.

To complete the evaluation process, the writer developed the Checklist: Including African Culture in the Early Childhood Environment as an evaluative tool for recording and assessing the inclusion of African cultural materials

into the environment. Since the four Lockwood classrooms were already organized into interest areas and teachers had received previous inservice training regarding demonstrating materials and providing independent work time, the writer assumed the staff would be able to make the transition into integrating these cultural activities in their present environment.

The checklist listed each of the interest areas. Under each area the writer listed the six activities presented in the curriculum guide. The criterion of evaluation for each activity was:

1. age appropriateness
2. attractiveness
3. completeness (are all materials available for successful completion by the child)
4. extensions or creative additions

Scores ranged from

1--below average

2--average

3--above average

4--excellent

Each activity was evaluated for each criterion. The writer and site administrator evaluated the teachers' performances via the checklist and considered success in accomplishing the goal if the mean score for each class on

at least three activities was 3.0 or better for each interest area. Teachers responded favorably and most classes had the African curriculum materials integrated into their settings in the fall.

The first and major difficulty occurred in January when teachers should have returned from Christmas vacation. They did not due to a teachers' strike. The results of having substitutes in the classrooms for one solid month could have been worse. Fortunately, many of the substitutes had worked as teacher aides or substitutes during the year and had attended some of the inservice teacher training sessions. The curriculum guide also proved invaluable since it detailed how to present each activity. Many of the substitutes continued to keep the environments well organized and also continued to demonstrate materials. When teachers returned to their classes the first week of February, at the end of the strike, some complained that material was missing, activities were incomplete, etc. However, the writer observed that most activities were being used by the children during the strike and teachers quickly replaced all activities when they returned.

An additional responsibility was assumed by the writer in February. The writer's three co-workers (i.e. resource teachers) requested permission to introduce the curriculum guide and materials to their teachers in the remaining 17 child care centers. The writer agreed. Two all day

sessions were planned with the resource staff to make sample materials and organize 17 packets of information to be distributed to the centers. The resource teachers wanted to introduce the curriculum materials as part of their Black History Month theme. While the author was somewhat philosophically opposed to this "celebration type" curriculum, the opportunity to impact on such a large number of children (nearly 2,000) seemed too big an event to overlook. Agreement was reached to leave the materials in the environment beyond the one month Black History theme. Materials were introduced to these staff members via the on-site inservice training mode described earlier.

The author pretested some of the children in October using a variation of the Images of Africa Pre-test. The early pre-test did not consist of as many questions as the final test, questions 10-13, 20 and 21 were added to the test in December and the children were pretested on those items then. The writer found the pre-test instrument totally unsuitable for the three year olds and most of the four year olds. They did not understand the questions and were not able to respond appropriately. As a result, only the kindergarten and school age children were tested. The 60 children tested were divided into age categories. Responses were categorized into 5 year, 6 year and 7 year old groupings.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Presentation and Analysis of Results

The following objectives were measured during the implementation process:

1. The writer developed a curriculum guide based on the study of various African cultures and civilizations. The guide utilized age appropriate learning activities in the five interest areas of each classroom in Lockwood Child Development Center.

The writer completed the curriculum guide and distributed guides or portions of the guide to teachers in each of the four classrooms studied as well as the author's four additional child care settings. There was an immediate response from the site administrators in the remaining 17 child care centers in Oakland requesting the curriculum guides for their staff members. This outcry for material in 1985 supports the position Rich expressed in 1979.

> "Twenty years after Africa was recognized as a serious educational topic, the most effective audio-visual aid for teaching and learning about the continent remains the talented and interested teacher with a piece of

chalk, a blackboard and a map. Hundreds of films, film strips, tape cassettes, records and audio tapes later, there are at most two dozen examples of audio-visual materials, electronic and print, which present a realistic image of Africa and its people.

"Many of us have abandoned the search for accurate material on Africa. The search for positive material is almost fruitless and perhaps misguided. The quest for realistic material goes on.

"There is a widely held belief that 'seeing is better than being told', and media regarding Africa have enabled the viewer to see and hear a great deal of the continent. Yet the results, most often are reinforced, negative images of Africa which focus on the sensational, laud the modern to the disadvantage of the traditional, and underlie the idea that western culture is both desirable and superior."

Apparently, the writer had hit a nerve since the request for material did not stop at the Oakland child care centers. Once teachers began to share their materials, the requests started to come from outside agencies.

2. The writer conducted four two-hour inservice

teacher training sessions to exhibit sample activities, assist teachers in making activities and demonstrate how to present activities to the children.

The major focus of the inservice sessions was to introduce teachers to the idea that it was not necessary to teach facts but to kindle interest and spark enthusiasm. This position was substantiated by Short (1985) who stated "The things of the world carry the meaning of the world. The proper environment is one where the child's own natural creative processes can take hold. The environment is prepared for the greater needs of self-construction."

Teachers seemed to feel comfortable with this approach and followed up the inservice sessions by giving small group or individual demonstrations with their teacher made activities. The writer kept a journal to record teacher comments during the implementation process. Teacher comments usually centered around the following four themes:

- "I learned more about Africa from just making these materials than I ever learned in school."
- "My own children at home expressed interest in these activities when I worked on them at my house."
- "These materials were received enthusiastically and the children continue to use them daily."
- "The children seem to learn more even though I don't feel like I'm really teaching them."

These comments are consistent with Montessori's (1964) view of the teacher's development. She spoke of the importance of the self knowledge of the teacher and stressed that the educational processes of the child depended on what sort of person the teacher was. The following quote illustrates how necessary it is for the teacher to know herself, to know the blockages or complexes within her own self so that they will not hinder her work with a child:

> "The real preparation for educators is the study of one's self. The training of the teacher who is to help life (unfold) is something far more than the learning of ideas (or theories). It includes the training of character; it is the preparation of the spirit."

The writer contends that the predominately African-American staff received a connection with their own spiritual and cultural heritage via this curriculum. Consequently, their self knowledge enabled them to give more to their students.

The writer observed teachers demonstrating and children using the materials periodically throughout the implementation process. Children seemed to be more attentive and asked more questions when materials were presented individually or in small groups of two, three or four students. Teachers were able to respond to individual needs and spent less time "disciplining" the group when children worked independently. Notes from the writer's journal also

indicated that teachers commented they were able to see pluses and minuses in their activities when they spent more time observing during the independent work periods.

The major complaint from the teachers concerned the amount of time it took to prepare materials. This was partially remedied by allowing teachers to rearrange preparation times during the children's nap time to increase the time teachers had for material preparation. Some teachers became very frustrated when children lost pieces to an activity. The result was usually to lock the activity in the closet. The writer and site administrator spent time talking to teachers about their sense of "loss" and encouraged them to leave materials out. Another remedy for this was to take photographs of the activities and tape them to the shelves so the children could see how to replace materials on the shelf. Some teachers also found it helpful to write an inventory of the activities or make pencil drawings. Two of the classes had previously developed a maintenance schedule for the upkeep of the rooms and therefore found the inclusion of these activities less burdensome. The other two classes had not formulated a maintenance schedule and the staff was forced to develop a schedule once these additional activities were introduced to the interest areas.

3. Teachers in each of the four classes developed at

least three activities from the curriculum guide for each of the five interest areas.

The writer and site administrator evaluated the activities via the checklist (Appendix C). The column "age appropriate" was not needed since teachers did not make materials that were not appropriate for their age grouping. The writer eliminated this item from the assessment. A score of 3.0 or better for each interest area was considered successful (see Tables 1, 2, 3, and 4). This goal was generally met by all the classes. The only exceptions were:

a. The 3 year old music interest area
b. The 4 year old music interest area
c. The 5 year old geography area

Teachers expressed difficulty in finding African instruments. Although the record "Hunter's Song" was ordered in September; it has not yet arrived. All teachers used other African music and followed the dance procedure outlined in the guide. The checklist item for "Hunter's Song" does not accurately assess this activity. It was therefore deleted.

The teachers of the 4 and 5 year olds only introduced four of the eight countries for the geography activities, A, B, and C. Their score of 2.0 for completeness reflects this and contributed to their low mean. The teachers of the 3 and 4 year olds added one item to geography since there were not enough age appropriate activities in the guide.

Room 1-3 year olds Table 1

Checklist: Including African Culture in the Early Childhood Environment

	Attractive	Complete	Extensions	Mean Score
I. Practical Life				
A. N/A				
B. Wood Polishing	4	4	3	3.6
C. Wrapping a Lappa	4	4	2	3.3
D. N/A				
E. Making Fufu	3	4	4	3.6
F. N/A				
II. Language Development				
A. Matching African print patterns	4	4	4	4
B. Introduction to Swahili	4	4	2	3.3
C. N/A				
D. Moja Means One	4	4	2	3.3
E. N/A				
F. N/A				

NOTE: N/A indicates not age appropriate.

	Attractive	Complete	Extensions	Mean Score
III. Geography				
A. Naming African Countries	4	3	2	3.0
B. N/A				
C. N/A				
D. N/A				
E. N/A				
F. Matching African Animals	4	4	4	4.0
G. Sorting Animals of Africa and Animals of North America	4	4	3	3.6
IV. Music				
A. Recognizing Instrument Sounds	3	2	1	2.0
B. Hunters Song	-	-	-	
C. Making a Thumb Piano.	3	3	2	2.6
D. Naming African Instruments	4	2	3	3.0
E. N/A				
F. N/A				
V. Art				
A. Matching Bead Patterns	4	4	4	4.0
B. N/A				
C. N/A				
D. Matching Ethiopian Images	4	4	2	3.3

Score:
4 - Excellent
3 - Above average
2 - Average
1 - Below average

Room 3
Four Year Olds

Table 2

Checklist: Including African Culture in the Early Childhood Environment

	Attractive	Complete	Extensions	Mean Score
I. Practical Life				
A. N/A				
B. Wood Polishing	4	4	2	3.3
C. Wrapping a Lappa	4	4	2	3.3
D. N/A				
E. Making Fufu	4	4	4	4
F. Weaving	4	4	4	4
II. Language Development				
A. Matching African Patterns	4	4	4	4
B. N/A				
C. Introduction to Swahili	4	4	2	3.3
D. Moja Means One	4	4	4	4
E. N/A				
F. N/A				
III. Geography				
A. Naming African Countries	4	2	2	2.6
B. The Children of Africa Dress Up	4	2	2	2.6
C. Tracing the Shape of African Countries	4	2	2	2.6

	Attractive	Complete	Extensions	Mean Score
D. N/A				
E. N/A				
F. Matching African Animals	4	4	3	3.6
G. Sorting Animals of Africa and Animals of North America	4	4	4	4.0
IV. Music				
A. Recognizing Instrument Sounds	4	2	2	2.6
B. Hunters Song	-	-	-	
C. Making a Thumb Piano	3	3	3	3
D. Naming African Instruments	4	$	3	3.3
E. N/A				
F. N/A				
V. Art				
A. Matching Bead Patterns	4	4	4	4.0
B. N/A				
C. N/A				
D. Matching Ethiopian Images	4	4	2	3.3
E. Making Yarn Bracelets	4	4	4	4
F. Making an Akuaba Doll	4	4	2	3.3

Room 4
Four Year Olds

Table 3

Checklist: Including African Culture

in the Early Childhood Environment

	Attractive	Complete	Extensions	Mean Score
I. Practical Life				
A. N/A				
B. Wood Polishing	4	4	4	4
C. Wrapping a Lappa	4	4	#	3.6
D. Hair Braiding	3	4	4	3.6
E. Making Fufu	4	4	4	4
F. Weaving	3	3	3	3
II. Language Development				
A. Matching African Print Patterns	4	4	4	4
B. Traditional Dress	4	2	2	2.6
C. Introduction to Swahili	4	4	2	3.3
D. Moja Means One	4	4	4	4
E. Making a Cartouche	4	3	3	3.3
F. Recognizing Arabic Numerals	4	4	4	4
III. Geography				
A. Naming African Countries	4	2	2	2.6
B. The Children of Africa Dress Up	4	2	2	2.6
C. Tracing the Shape of African Countries	4	2	2	2.6

	Attractive	Complete	Extensions	Mean Score
D. N/A				
E. Flag Map of Africa	4	3	2	3
F. N/A				
IV. Music				
A. Recognizing Instrument Sounds	4	2	2	2.6
B. Hunters Song	-	-	-	
C. Making a Thumb Piano	3	3	3	3
D. Naming African Instruments	4	4	3	3.3
E. N/A				
F. N/A				
V. Art				
A. Matching Bead Patterns	4	4	4	4.0
B. Grouping Artifacts	4	4	2	3.3
C. Making Adrinka Cloth	4	4	4	4
D. Matching Ethiopian Images	4	4	2	3.3
E. Making Yarn Bracelets	4	4	3	3.6
F. Making an Akuaba Doll	4	4	2	3.3

Room 5 Table 4

Checklist: Including African Culture in the Early Childhood Environment

	Attractive	Complete	Extensions	Mean Score
I. Practical Life				
A. Making Groundnut Soup	4	3	4	3.6
B. Wood Polishing	4	4	4	4
C. Wrapping a Lappa	4	4	3	3.6
D. Hair Braiding	3	3	3	3.6
E. Making Fufu	4	4	4	4
F. Weaving	3	3	3	3
II. Language Development				
A. Matching African Print Patterns	4	4	4	4
B. Traditional Dress	4	4	4	4
C. Introduction to Swahili	4	4	4	4
D. Moja Means One	4	4	4	4
E. Making a Cartouche	4	4	4	4
F. Recognizing Arabic Numerals	4	4	4	4
III. Geography				
A. Naming African Countries	4	4	4	4
B. The Children of Africa Dress Up	4	4	3	3.6
C. Tracing the Shape of African Countries	4	4	4	4

	Attractive	Complete	Extensions	Mean Score
D. Making a Booklet about Tanzania	4	4	2	3.3
E. Flag Map of Africa	4	4	2	3.3
F. N/A				
IV. Music				
A. Recognizing Instrument Sounds	4	2	1	2.3
B. Hunters Song	-	-	-	
C. Making a Thumb Piano	4	4	3	3.6
D. Naming African Instruments	4	4	2	3.3
E. Matching Sounds to Pictures	4	4	4	4
F. Making a Drum	4	4	4	4
V. Art				
A. Matching Bead Patterns	4	4	4	4.0
B. Grouping Artifacts	4	4	2	3.3
C. Making Adrinka Cloth	4	4	#	3.6
D. Matching Ethiopian Images	4	4	2	3.3
E. Making Yarn Bracelets	4	4	4	4
F. Making an Akuaba Doll	4	4	4	4

Generally teachers scored high on attractiveness and completeness of materials. They basically duplicated the models presented. They were supplied with all the necessary raw materials. The writer also laminated all the materials to give them a professional look as well as preserve them.

Scores on extensions were lower. Some teacher used their creativity to design extensions or make variations while others did not. Teachers of the younger children showed a tendency to feel satisfied with their initial products and did not see the need to vary or extend them at this time. The general feeling seemed to be that children were still interested and learning and teachers did not want to vary or change the materials yet. Some items like matching bead patterns and matching print patterns became very popular with the teachers and children. Some teachers found an African import store in Oakland and several teachers made beautiful extensions for these activities. Wooden artifacts for wood polishing were changed extensively.

The school age teachers showed a greater desire to extend the activities. They felt their children needed variety and were capable of dealing with a changing environment. It should be noted that children in rooms 4 and 5 used the materials less since they were in public school kindergartens or lower elementary classes for a large part of the day. Thus, the majority of their materials remained attractive and intact throughout the implementation process.

Teachers in rooms 4 and 5 had more preparation time. They were able to develop, extend and vary more of the activities. The teachers in these classes also had more teaching experience and skill than the staffs of rooms 1 and 3. This advanced skill was reflected in the quality of their learning environments in general as well as in these activities.

4. The writer administered the Images of Africa Pre-Test

Sixty children were randomly selected from the eighty children enrolled in the kindergarten and school age classes. Twenty children from each age grouping were interviewed separately during the independent work period. Responses were recorded as the children responded orally to each question. There were two Mexican-American children tested; the remaining 58 were African-Americans.

Responses to the Images of Africa Pre-Test are recorded in Table 5. Responses to item 1 indicated that older children were much more aware of the word Africa than younger ones. Responses to item 2 were interpreted by the interviewer. Any response that identified Africa as a geographical place was classified as positive (+). All other responses were classified as negative (-). The responses were heavily biased, however, in identifying Africa as a negative place. The younger children who knew that Africa

was a geographical place did not label it as negative. Half of the 7 year olds who knew that Africa was a place, identified it as "a place where people don't have food."

If children knew the names of any African countries for item 3, the score was classified as positive (+).

Table 5

Images of Africa Pre-Test Results

	5 Year Old		6 Year Old		7 Year Old	
	% Yes	% No	% Yes	% No	% Yes	% No
1. Have you ever heard of the word Africa?	45	55	85	15	100	0
2. What is Africa?	% + 20	% - 80	% + 25	% - 75	% + 65	% - 35
3. What are the names of some countries in Africa?	% + 0	% - 100	% + 0	% - 100	% + 10	% - 90
4. What is an African?	% + 20	% - 80	% + 35	% - 65	% + 55	% - 45
5. Are you an African?	% Yes 10	? 30 % No 60	% Yes 20	? % No 80	% Yes 50	? % No 50
6. Are you an African-American?	% Yes 20	? 10 % No 70	% Yes 40	? 20 % No 40	% Yes 60	? 10 % No 30
7. How do people from Africa look?	% + 20	? 20 % - 60	% + 50	% - 50	% + 80	% - 20
8. Do you like Black skin?	% Yes 40	% No 60	% Yes 80	% No 20	% Yes 60	% No 40
9. Do you like Brown skin?	% Yes 80	% No 20	% Yes 90	% No 10	% Yes 85	% No 15
10. Would you like to visit Africa?	% Yes 65	% No 35	% Yes 55	% No 45	% Yes 65	% No 35
11. Would you like to have someone from Africa as a friend?	% Yes	% No	% Yes	% No	% Yes	% No

	100	0	95	5	95	5
	5 Year Old		6 Year Old		7 Year Old	
12. Would you like to eat some African food?	% Yes 15	% No 85	% Yes 50	% No 50	% Yes 30 ? 20	% No 50
13. Would you like to learn some African songs?	% Yes 80	% No 20	% Yes 80	% No 20	% Yes 95	% No 5
14. Can you name any African instruments?	% + 95	% - 5	% + 100	% - 0	% + 100	% - 0
15. Do you know the names of any African animals?	% + 100	% - 0	% + 100	% - 0	% + 100	% - 0
16. Do you know the names of any African clothes?	% + 0	% - 100	% + 0	% - 100	% + 0	% - 100
17. What is Swahili?	% + 0	% - 100	% + 0	% - 100	% + 0	% - 100
18. Can you say a Swahili word?	% + 0	% - 100	% + 0	% - 100	% + 0	% - 100
19. What does the word mean?	% + 0	% - 100	% + 0	% - 100	% + 0	% - 100
20. Are African people good?	% Yes 100	% No 0	% Yes 95	% No 5	% Yes 95	% No 5
21. Are African people smart?	% Yes ? 60 10	% No 30	% Yes 90	% No 10	% Yes 65	% No 35

Note: "?" indicates a response of "I don't know".

Any response that identified an African as a person was classified as a + for item 4. Again, the interviewer found half of the children who identified an African as a person also identified the African person as someone who was starving, poor, or naked. Maynard's (1974) study of the media representation of Africa pointed out that despite Africa's multiethnic, culturally rich societies, it was still depicted as a monolithic jungle of savages. The responses from the children to this pre-test seems to indicate a trend to identifying Africa and Africans as poor, starving, deprived people. Nonetheless, the implications of this new image of Africa is just as dangerous as the old. Since both portraits reflect a fundamental crisis in American race relations. As long as this erroneous concept lingers, dominant white attitudes toward African-Americans as inferiors can be rationalized. While the "Live Aid to Africa Program" may have helped in one respect, it has also created an image of Africa and Africans as poor, helpless and starving. How can children positively identify with such an image?

Responses to item 7 were classified as positive (+) if children identified Africans as non-stereotyped (i.e., Black, brown, like us, pretty). Stereotyped responses (dirty, poor, starving, skinny) were classified as negative (-).

Initial responses to item 8 on the test indicated that children had two replies to this question. The interviewer separated the questions to gain more clarity from the

responses. Items 8 and 9 indicated children showed a preference for brown skin over black skin. This reply may indicate that some children simply like their own complexion (brown) instead of the abstract color ("black"). The interviewer gained more information by further questioning those children who did not like black or brown skin. Their replies to the question "What color skin do you like?" ranged from "I like pink, white, light," to "I like Chinese skin." Clearly, these responses indicated a denial of one's identity.

Questions 10, 11, 12 and 13 were included to assess how children felt about Africa. Responses to question 10 indicated children were curious. While responses to question 11 indicated a clear acceptance of Africans as friends. The majority of the children grimaced in reply to question 12. Some commented that African food was "nasty".

Every child, except one, could name at least one African instrument--the drum. Adjaye (1979) comments on this phenomena.

> "The media productions manifest a concern with the sensational and bizarre, often presenting Africa as a land of barbarous natives whose major pastime is to dance half-naked to drum music."

Replies to question 15 were also easy to elicit and quite lengthy. All children named monkeys, elephants and giraffs as African animals. Clearly, children have inculcated the media image of Africa as a place of drums, jungles

and wild animals. Questions 16 through 19 indicated children knew nothing about the clothes or language of any parts of Africa. While the interviewer asked if children knew Swahili, any word that the child could identify as a language of the continent, would have been accepted. None of the children knew any words.

Replies to questions 19 and 20 indicated that while children saw Africans as good, they were less inclined to see them as smart.

Wiley (1979) substantiates this finding when she concludes that African societies are typified as backward and static. The implicit assumption is the superiority of the cultures of industrialized people. There is no evidence in any of the films Wiley reviewed that we have much to learn from African peoples. Wiley studied educational films on Africa by major educational media distributors including Encyclopedia Britannica Films, McGraw-Hill Films and Filmstrips and the National Geographic Society for Current Affairs. Wiley states the underlying theme in most of the media presentations is that we may learn about them (Africans) but they advance only by learning from us. She concludes that this is a dangerous attitude to develop in students who will be leaders in this society in the coming years.

5. Children tested on the Images of Africa Pre-Test

and Post-Test showed an increase of knowledge about Africa and more positive responses to questions about their preference for Africa.

The writer administered the Images of Africa Post-Test (Table 6) in March. The original sample of 60 was retested in the same manner. The responses indicated an increase of knowledge and generally more positive feelings about Africa. All children were familiar with the word Africa. While five of the younger children still did not know what Africa was (or at least could not articulate it), only two 6 year olds were unable to answer questions and all of the 7 year olds described Africa in geographical terms. Some still called Africa a country but the majority of 7 year olds (17 of the 20) called Africa a continent. The older children were also more proficient in naming African countries. Most could remember some of the eight from their geography materials, while four of the children named other countries they had studied on their own. The interviewer accepted any number as a positive response.

Table 6

Images of Africa Post-Test Results

	5 Year Old		6 Year Old		7 Year Old	
	% Yes	% No	% Yes	% No	% Yes	% No
1. Have you ever heard of the word Africa?	100	0	100	0	100	0
2. What is Africa?	% +	% −	% +	% −	% +	% −
	75	25	90	10	100	0
3. What are the names of some countries in Africa?	% +	% −	% +	% −	% +	% −
	20	80	45	55	80	20
4. What is an African?	% +	% −	% +	% −	% +	% −
	80	20	100	0	100	0
5. Are you an African?	% Yes	?	% No	% Yes	?	% No	% Yes	?	% No
	30	20	50	40	25	35	65	15	20
6. Are you an African-American?	% Yes	?	% No	% Yes	?	% No	% Yes		% No
	60	20	20	85	15	0	100		0
7. How do people from Africa look?	% +	?	% −	% +		% −	% +		% −
	95	5		85		15	100		0
8. Do you like Black skin?	% Yes	?	% No	% Yes	?	% No	% Yes	?	% No
	50	20	30	80	5	15	70	15	15
9. Do you like Brown skin?	% Yes		% No	% Yes		% No	% Yes		% No
	80		20	90		10	95		5
10. Would you like to visit Africa?	% Yes		% No	% Yes		% No	% Yes		% No
	70		30	85		15	95		5
11. Would you like to have someone from Africa as a friend?	% Yes		% No	% Yes		% No	% Yes		% No

	100	0	95	5	100	0
	5 Year Old		6 Year Old		7 Year Old	
12. Would you like to eat some African food?	% Yes	% No	% Yes	% No	% Yes	% No
	60	40	50	50	65	35
13. Would you like to learn some African songs?	% Yes	% No	% Yes	% No	% Yes	% No
	100	0	100	0	100	0
14. Can you name any African instruments?	% +	% -	% +	% -	% +	% -
	100	0	100	0	100	0
15. Do you know the names of any African animals?	% +	% -	% +	% -	% +	% -
	100	0	100	0	100	0
16. Do you know the names of any African clothes?	% +	% -	% +	% -	% +	% -
	55	45	85	15	90	10
17. What is Swahili?	% +	% -	% +	% -	% +	% -
	25	75	25	75	55	45
18. Can you say a Swahili word?	% +	% -	% +	% -	% +	% -
	90	10	85	15	100	10
19. What does the word mean?	% +	% -	% +	% -	% +	% -
	90	10	85	15	100	0
20. Are African people good?	% Yes	% No	% Yes	% No	% Yes	% No
	100	0	100	0	100	0
21. Are African people smart?	% Yes	% No	% Yes	% No	% Yes	% No
	100	0	100	0	85	5

Children responded to question 14 with less bias than they displayed on the pre-test. Although four still mentioned the aspect of starving people, this was far less than the original fifteen. The average response was "A person who lives in Africa." Some children described an African as someone who wears a particular garment. The writer feels children were identifying an African in terms of the traditional dress activity. Children responded more positively in identifying themselves as Africans or African-Americans. The writer feels the teachers really emphasized the concept of "we are African-Americans." Only one substitute, during the strike, was observed playing a game called "We are African people."

There were slight increases in the preferences for Black skin. Children still preferred brown skin. There were more "I don't know" responses. The interviewer interprets this as a positive sign since it appears children are thinking about alternatives. Responses to items 10 and 11 were more positive also.

Children still showed hesitancy toward accepting African food. Several asked "would it taste good?" It appears their initial responses were more curious than fixed. They responded quickly with a "no" to the pre-test question but on the post-test they pondered a few minutes before responding.

Responses to questions 13, 14 and 15 were high on the pre-test and this followed through to the post-test also.

Children were able to name more instruments and different kinds of animals although the interviewer accepted any number of correct responses.

The real increase of knowledge became apparent with items 16, 17, 18 and 19. Most children were able to name at least one garment. The older children were extremely knowledgeable; several could not only name the garments but also knew the countries of origin.

The younger children were still confused about what Swahili was. When the interviewer questioned them about saying an African word, the responses increased. Apparently, the children had used the materials but had not learned the name of the language.

The positive responses to question 21 were still less than the response to question 20 for the oldest children. The responses overall indicated, however, a definite shift to a more positive attitude about Africa and Africans. The writer concludes that the objectives for the practicum were met.

The pre-test and post-test results were hard to tally and interpret. The writer feels that the test may need to be revised so it either tests knowledge or feelings. Secondly, the writer cautions against interpreting how children feel about themselves from isolated cases such as test taking. Observation of the children in a natural setting gave a much fuller picture of how they felt. Listening to their comments

to one another and observing their joy in working with the activities was essential.

Conclusions

The writer concludes from the implementation of this practicum that:

1. Children can develop an appreciation of themselves and others when exposed to positive information about self and others.

2. Attitudes can be affected positively by learning materials.

3. Teachers and children can learn joyfully by manipulating interesting learning materials.

4. Cultural materials can be easily incorporated into the early childhood environment.

5. Modern media influence has changed the image of Africans from "savages" to "starving people". The result is the same--Africans are seen as inferior beings.

Recommendations

The writer recommends that anyone wishing to implement this practicum be fully committed to its goals. Teachers need a great deal of assistance and a role model. This curriculum guide must be sold. Peters (1985) sums it up perfectly:

"Communicating, implementing, selling--the basis for

changing and establishing perceptions (positive or negative) are the heart of all dealings with customers (constituents, patients, students). Superior leadership, make no bones about it, is pure selling. Selling in the best sense of the word, i.e., establishing the perception, the feeling, the picture that your view is right, that you listen, hear and understand, that you are worth listening to and buying from"

Dissemination

One unanticipated outcome of this practicum was the overwhelming influence this would have on teachers outside the Oakland district. Substitutes from outside Oakland who worked during the teachers' strike have been instrumental in helping to disseminate the information. Thus, the writer has shared the information with several other Bay Area school districts.

Additionally, the writer has shared this guide with two community college early childhood courses--Vista College and Contra Costa Community College. The guide and materials have also been presented to the following agencies:

1. Oakland Parent/Child Centers - November 1985
2. San Francisco Chinatown Child Care Directors - December 1985
3. San Mateo Head Start Bilingual Teachers - December 1985

4. Muslim Journal Cable T.V. Program - December 1985 "Toys - How Can Parents Effect Changes in Children?"
5. New Haven, Connecticut, Head Start Directors - December 1985
6. University of California, Berkeley, "Break the Cycle" Students (A Special Recruitment Program to Introduce Undergraduates to the Field of Early Childhood Education) - January 1986
7. San Leandro Montessori Teacher Training Program - February 1986
8. Richmond, California, Public Schools Child Care Centers - March 1986
9. A Woman's Place Bookstore - March 1986

The writer also serves as a consultant to the Marin Child Development Center in establishing a multicultural therapeutic preschool. This curriculum will serve as part of their model.

The writer plans to submit a proposal to the Black Psychologists Conference to present the curriculum and materials at their annual convention which will be held in Oakland.

Some of the materials will be presented at the American Montessori Society's Teacher-Share-In slated for April 11, 1986 in San Francisco.

Lastly, the writer has submitted a proposal to the

National Association for the Education of Young Children to present the materials and curriculum at their annual conference in October.

APPENDICES

Appendix A

Interview with Lockwood Teachers

Question	Response					
	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6
1. Have you studied African history or African-American history in the past 5 years?	No	No	Yes	No	No	No
2. Do you feel children in the center could benefit from knowledge about their African heritage?	Yes	Yes	Yes	Yes	Yes	Yes
3. Do you have any ideas or suggestions about how to teach or incorporate African culture in the centers?	No	No	No	No	No	No

APPENDIX B

Practical Life Outline

I. Rationale

II. Pre-Montessori--Out at the Beginning of the Year Only

- A. Bristle blocks
- B. Lego
- C. Puzzles
- D. Beads
- E. Lincoln logs

III. Small Muscle Development

- A. Squeezing
  - 1. Grasping
  - 2. Sponge squeezing
  - 3. Making bubbles
  - 4. Using a baster
  - 5. Using an eyedropper
  - 6. Clamping clothespins
  - 7. Clamping clips
  - 8. Frog and tweezers
  - 9. Cutting exercises
- B. Dry Pouring
  - 1. One to one both without handles
  - 2. One to one with, one without handles
  - 3. One to one, both with handles
  - 4. One to two, etc.
- C. Sorting
  - 1. Sorting by color
    - a. Beans (2)
    - b. Ellipsoids
    - c. Faceted beads
    - d. Flowers
    - e. Pompoms
  - 2. Sorting by Size--Corks
  - 3. Sorting by Shape
    - a. Pasta
    - b. Shells
  - 4. Sorting by Texture--Spheres
- D. Twisting
  - 1. Spooning
  - 2. (Bottles and Tops)

3. Spooning and Pouring
4. Suds Beating

E. Wet Pouring

1. One to one (both with handles)
2. Using a funnel
3. Magic Cup
4. One to two
5. One to three
6. One to four
7. Pitcher to Demitasse Cup (pouring and measuring)

IV. Care of Person

A. Dressing Frames

1. The small snapping frame
2. The large button frame
3. The small button frame
4. The zipper frame
5. The hook and eye frame
6. The buckle frame
7. The shoe button frame
8. The large snapping frame
9. The bow tying frame
10. The lacing frame
11. The safety pin frame
12. The shoe lacing frame

B. Grooming

1. Handwashing
2. (Setting hair)
3. Shoe polishing
4. Clothes washing
5. Ironing
6. Bathing baby

C. Personal Care

1. (Coughing)
2. (Sneezing)
3. (Blowing one's nose)

D. Habits

1. Putting on and taking off a coat
2. Opening and closing a door
3. Sitting down and getting up from a chair

E. Social Behavior

1. Greeting another person
2. Passing in front of someone
3. Interrupting

V. Care of the Environment

A. Care of Plants

1. (Watering plants and flowers)
2. Flower arranging
3. (Plant shining)

B. Polishing

1. Mirror
2. Wood
3. Metal
   a. silver
   b. copper
   c. brass

C. Cleaning

1. Folding
2. Napkin rolling
3. Dusting
4. Dish washing
5. Sea shell scrubbing
6. Floor scrubbing
7. Table scrubbing

D. Carrying

1. A rug
2. A chair
3. A table

VI. Food Preparation

A. Banana peeling and slicing
B. (Spreading peanut butter and jelly)
C. (Cubing cheese)
D. Apple coring and slicing
E. (Making orange juice)
F. (Egg shelling and slicing)
G. (Slicing cheese)
H. Celery cutting
I. (Making Jello)
J. Carrot peeling and cutting

VII. Workbench Activities (use goggles)

A. Flashlight
B. (Bolt block)
C. (Locks)

1. Lock board
2. Lock and keys

D. (Grading nuts and bolts)
E. (Pipes and fittings)

F. (Twisting screws)
G. Hammering
H. (Using a screwdriver)

1. Regular
2. Phillips

I. (Drilling)
J. (Sawing)

VIII. Extra materials

A. Fundamental lesson
B. Overview for Practical Life
C. Psychological aspect
D. Obstacles to development
E. Work of the teacher
F. Results in children
G. Practice checklist
H. Schedule for organizing Practical Life Environment

Schedule for Organizing the
Practical Life Environment

September: Pre-Montessori materials and dressing frames

1st week Manipulatives - familiar objects. Example: legos, Lincoln logs, blocks, beads

2nd week
Monday - grasping
Tuesday - dry pouring, 1-1, w/o
Wednesday - sorting beans
Thursday - spooning, 1-1
Friday - folding napkins

3rd week
Monday - mirror polishing
Tuesday - flashlight
Wednesday - water plants
Thursday - banana peeling and cutting

October:
Replace grasping with sponging
Replace dry pouring with wet pouring, 1-1, w & w/o
Replace sorting beans with sorting by color (4 colors)
Replace spooning with spooning and pouring
Replace folding with napkin rolling
Replace mirror polishing with wood polishing
Replace flashlight with bolt block
Replace water plants with flower arranging
Replace banana peeling with spreading peanut butter on a cracker

November:
Replace sponging with making bubbles
Replace dry pouring with puring with handles
Replace sorting with sorting by size
Replace spooning with spooning 1-2
Replace napkin rolling with dusting
Replace wood polishing with silver polishing
Replace flower arranging with plant shining

Comment: Keep peanut butter, add cubing cheese.

December: Add the following--replacing items from previous month.
Squeezing a baster
Wet pouring 1-1
Sorting by color (4) (secondary colors)
Screwing bottles and tops
Clothes pin clamping
Brass polishing
Spooning 1-3 or 1-2
Handwashing
Apple coring and slicing (remove cheese)
Lock board
Locks and keys
Grading nuts and bolts

January:	Suds beating Wet pouring 1-1 w/handles using funnel Sort by shape Clamping clips Cooper polishing Setting hair Orange juice Hammering
February:	Eyedropping transferring water from one small container to another Magic cup Sorting by color (5) (secondary colors) Frog and tweezers Shoe polishing Dish washing (takes up 3 shelves) Egg slicing Screwdriving - Phillips and regular
March:	Sea shell scrubbing Wet pouring 1-2 Celery cutting Cutting exercises - ½" wide paper, 12" long - beginning use of scissors Sanding Clothes washing
April:	Table scrubbing Wet pouring 1-3 Carrot slicing and peeling Cutting activity - ½" wide paper, 6" long with lines Drilling holes
May:	Floor scrubbing Wet pouring 1-4 Sorting pompoms with huller Bathing baby Ironing - talk about potentially dangerous objects - travel iron, warm, remove cord Making Jello Sawing

Mathematics Rationale

Man lives in an ordered universe. The rotation of the Earth around the sun and the rotation of the Earth on its axis occurs in a systematic, ordered and organized fashion. Since man's physical existence on Earth is limited (i.e. it has a beginning and an end), it stands to reason that man would investigate his existence as it relates to the passing of time. This correspondence of one's existence with the physical universe lays a foundation for exploring mathematical concepts.

The notion of one-to-one correspondence between man and his environment and between objects in the environment formulates man's first mathematical impressions. These impressions are developed through the processes of ordering, classifying, sequencing, grading, etc. Indeed, our modern computer age is but an outgrowth of early man's mathematical manipulations and computations.

Children enter the world as new men or new minds. They approach the world as the first inhabitants did--curious, unaware and concrete. They search and discover with their senses. The senses incorporate the impressions and knowledge accumulates through the sensory impressions. Consequently, children need concrete mathematical experiences. It is these early experiences that formulate a "bank" which a child later "draws upon" for increasing his mathematical assets and dividends.

The sensorial materials provide the child with the sense experiences. The abstract mathematical concepts are superfluous. The concrete experience is essential. The child experiences "ten-ness", dimensions, equality, balance, etc. through these

materials.

A child also experiences the usefulness of math through practical life experiences. Concepts such as equality, conservation, and reversal are experienced through the use of everyday activities such as pouring, sorting, grading, etc. Thus, today's child, like his earlier ancestors, experiences math not as an abstract, academic curricula, but as an integral part of his natural universe.

This developmental process of learning corresponds to Piaget's theory of cognitive development. The toddler learns through the use of his/her senses. The preschooler who is developing logical thought learns by manipulation and observing actions. Language development is a byproduct of doing, acting and transforming. The school age child develops conservation and reversal skills which are essential for mathematical computations. First, the child conserves length and number. Later, the abilities extend to mass and liquid.

The highest level of cognitive development, abstract thought, occurs when the individual does not need concrete materials.

The Montessori method of introducing children to mathematical concepts is based on the developmental processes and needs occurring in the child. Thus, the learning is founded and based on the activity of the learner. The learner must move and manipulate the materials that the teacher has assembled in the environment. The learning is spontaneous. The child is the leader, the initiator, the spark that begins the combustion. The motivation comes from the child. The preparation comes from the teacher.

Early man learned from creation. He observes the natural laws of creation and began to unlock the secrets of the universe. Today's teachers have the unique blessing of having these secrets duplicated in the Montessori learning materials. The teacher is responsible for organizing the classroom environment (creation) in an orderly fashion. The teacher guides and introduces the child to the universe, so the child begins to generalize and apply the knowledge. The teacher also serves as a model for the child. Children learn through observation, repetition and imitation. They need to see independent, organized, developed role models. Teachers, as well as peers represent these qualities as they introduce the child to the environment via the presentation of the materials.

The goal of a child's introduction, continued use and eventual success with the mathematical materials is not just an individual who is capable of mathematical computation. The goal is the development of a balanced, integrated individual who is capable of approaching life fearlessly. The processes a child goes through enable the child to develop a sense of order concerning himself and his environment. The ordered individual is capable of concentrating his/her time and energy on the accomplishment of a desired taste. The ability to concentrate leads to a feeling of independence. The child is free to select his activities and direct himself. The result of this is a liberated individual. One who is responsible for coordinating his development with the natural order of the universe.

We thus return full circle to man's one-to-one correspondence with creation.

Practice Check List

Practical Life

	Activity	Summer 1985	Intern year 1985-86
1.	The Large Button Frame		
2.	The Small Button Frame		
3.	The Large Snapping Frame		
4.	The Small Snapping Frame		
5.	The Hook and Eye Frame		
6.	The Zipping Frame		
7.	The Lacing Frame		
8.	The Shoe Lacing Frame		
9.	The Bow Tying Frame		
10.	The Buckle Frame		
11.	The Shoe Button Frame		
12.	The Safety Pin Frame		
13.	Hand Washing		
14.	Floor Scrubbing		
15.	Sea Shell Scrubbing		
16.	Table Scrubbing		
17.	Dish Washing		
18.	Frog and Tweezers		
19.	Clothes Washing		
20.	Mirror Polishing		
21.	Brass Polishing		
22.	Silver Polishing		
23.	Copper Polishing		
24.	Wood Polishing		
25.	Apple Coring and Slicing		
26.	Carrot Peeling and Slicing		
27.	Celery Cutting		
28.	The Magic Cup		
29.	Sorting Color.		
30.	Sorting Size		
31.	Sorting Texture		
32.	Sorting Shape		
33.	Dry Pouring I-I both with handles		
34.	Dry Pouring I-I one with handle, one without handle		
35.	Dry Pouring I-I both without handles		
36.	Wet Pouring I-I both with handles		
37.	Using a Baster		
38.	Using an Eyedropper		
39.	Clamping a Clothespin		
40.	Clamping Clips		
41.	Making Bubbles		
42.	Bathing Baby		
43.	Spooning		
44.	Folding		
45.	Flashlight		
46.	Sponge Squeezing		
47.	Napkin Rolling		
48.	Flower Arranging		
49.	Dusting		
50.	Grasping		

51. Polishing Shoes _____ _____
52. Ironing _____ _____
53. Hammering _____ _____

Practical Life

Intisar Shareef

M.E.T.T.C. PREPRIMARY TEACHER

EDUCATION PROGRAM

SAN FRANCISCO BAY AREA

1985-86

Presenter: Barbara Durrer

Overview for Practical Life

Practical life activities may be classified as domestic activities. They include:

a. care of the person

b. care of the environment

c. small muscle development

d. social graces

The purpose of practical life activities are:

1. Normalization of the child--helping the child acquire:

   a. a sense of order

   b. hand/eye coordination

   c. concentration

   d. independence

   e. self-discipline

   f. love of work

   g. joyful obedience

2. Helping the child to correlate his own:

   a. physical development--exercising growing limbs

   b. physic development--perfecting movements

   c. moral development--becoming useful and helpful to others--performing duties with joy, skill, grace

Fundamental Lesson

The fundamental lesson in the Montessori program is based on the following four principles:

1) Developing a sense of order -

Order establishes a sense of security. Order is also the key to spontaneous work. Through order children learn what is expected of them. Order develops a sense of consistency.

There are two types of order:

a. physical order - imposed by the prepared environment

b. mental order - grows within the child out of the physical environment

Example of order - Materials treated with care and returned to their proper place in the environment.

3) Developing coordination -

While learning to manipulate the material, the child develops fine muscle control.

2) Developing concentration -

The attractiveness of the material challenges the child to become involved. This involvement invites repetition which strengthens and furthers concentration.

Normalization comes about through concentration on a piece of work or an activity.

Concentration is imposed by the prepared environment, however the children concentrate of their own accord as they use the material due to their increased interest.

The steps involved in completing a cycle of activity are structured precisely to deepen a child's power of concentration and love of work.

4) Developing independence -

Each child is allowed to experience the excitement of learning through his own efforts after individualized instruction.

Self discipline is acquired as the child learns to concentrate on meaningful work. Everything in the environment is designed to help the child become successful which in turn helps the child feel good about himself, his peers and the environment. The child then wants to become joyfully obedient.

Psychological Aspects

1. Individual rhythm of the child
2. Individual aims for working
    a. sense of achievement
    b. liberation of spirit
    c. subconscious drive for constructive activity
    d. drive from within to achieve muscular control

The teacher observes and makes an analysis of the child's movement. According to Horme, movement is a vital agitating force which guides the child's effort towards a goal.

When the teacher makes provisions for the psychological aspects, deviations disappear.

A child's personality is developed through concentration.

Obstacles to Development

1. Misunderstanding the child and his needs
2. Having an unprepared environment
3. Interfering with concentration
4. Paying too much attention to behavior

Work of the Teacher

1. Careful preparation of material
2. Exactness
3. Preparation of an aesthetically beautiful environment
4. Preparation of a comfortable environment which conforms to the physical and psychic needs of the child
5. Indicate action so child knows what to do to be successful but do not make child imitate the teacher
6. Isolate all difficulties
7. Break down all activities into steps
   a. logical sequence in the steps
   b. introduce motive of perfection
   c. increase child's ability by adding a complication once you have shown activity
8. Give definite and precise lessons

Results in the Children

1. They will put forth an effort to conquer obstacles
2. They will be fascinated which will lead to concentration
3. They will grow in a sense of responsibility
4. They will acquire precision of movement through frequent repetition
5. Their bodily movements will become more coordinated as they are directed by the mind
6. They will acquire self confidence and social skills through independence
7. They will develop a self imposed silence

Required Reading

Absorbent Mint -
Chapters 14, 19, 25, 26, 27

Discovery of the Child
Chapters 3, 5, 6, 7, 10, 11, 23, 24

Montessori Method
Chapters 5, 6, 7, 21

Maria Montessori - Her Life and Work
E. M. Standing
Chapter 13

Suggested Reading

Maria Montessori - The Secret of Child

What You Should KNow About Your Child

Montessori - A Modern Approach

Recommended Reading

To Educate the Human Potential - Maria Montessori

Education for a New World - Maria Montessori

Practical Life Rationale

Dr. Montessori seems to have been divinely guided and blessed. She formulated a direction for developing one's life in accord with the natural order of the universe. Such truths withstand the test of time and cross nationalistic, cultural and racial boundaries. I am thus deeply inspired and thankful for the opportunity to have shared in this training program.

Practical life seems to give the participant an opportunity in a structured environment to develop the necessary skills for successful living. Ordinary, everyday tasks involving care of oneself and care of the environment have been dissected into small learning steps that children can follow sequentially. These tasks have specific, direct aims such as washing, polishing, sorting, etc. However, they also teach order, concentration, coordination and independence.

The aforementioned indirect aims are especially critical to me. Being an African-American and working in a predominately African-American school system, I am constantly reminded of the overwhelming residual effects of our slave experience.

If one feels kidnapped, enslaved, and forced to work for others, and if in fact that is true, it is especially difficult for that person or group of people to develop a healthy work ethic. One must identify work as a self help skill consistent with the natural order of the universe, if one is to work successfully and joyfully. One must see the relationship between conforming to the natural order of the cosmos and reaching a state of inner peace and balance. I have searched for a pedagogy that would instill the motivation to succeed. The practical life

materials have given me the inspiration.

Observing a child in the practical life area can illustrate the development of a balanced individual. This method is especially needed in African-American communities where economic depression, racial prejudice and isolation have brought about imbalances of opportunity and development. Helping to direct a young mind into relating to the universe and parts of creation is a tremendous boost for the teacher and the student. Both will grow, develop and hopefully become better human beings.

Dr. Montessori started her work among the poor and socially outcast of Italy. It should be no shock to anyone that her teachings are still powerful instruments in the upliftment of human spirits. When a young child is capable of caring not only for his own physical being but also for his physical environment, indeed that child feels strong, powerful, competent and independent. The success of these early practical life endeavors provide fertile soil for future successes. Children who feel good about themselves and their accomplishments seek greater challenges and continued success. Thus, a cycle of achievement develops. The consequences of this type of education is phenomenal.

Parents become motivated and encouraged by the success of their children. In a relatively short period of time the mentality of a people can change if they are taught to "do for self." The practical life area teaches that concept. The child is taught the responsibility of caring for him/herself in addition to the social skills of grace and courtesy which extend to the outside world.

The emphasis is not on individual achievement for individual

gain. The child is taught to interact graciously with others. After learning how to prepare food, the child is taught how to serve it to others. These skills are essential if one is to live harmoniously among others. Yet, how often do we omit the essential and teach something totally abstract and impractical?

I feel the practical life area can be a great asset in assisting children to develop positive self images and self concepts. Children who develop the skills of ordering their work as well as their thinking are on the road to success. These same individuals are enhanced further by learning how to concentrate. Teachers who respect and encourage a child's concentration are allowing the child to develop to his fullest potential.

The coordination of skills and thought necessary to complete practical life activities are a forerunner to the skill requirement Piaget cites as necessary for completing concrete operations (i.e. conservation, reversal, decentering, etc.). Children learn these concepts naturally through their manipulation of concrete objects in the universe (practical life environment).

Hopefully this foundation of sensory exploration with concrete sensory exploration with concrete materials will lead to successful and creative thinking in the realm of abstract thought. Herein lies the challenge. America's rich and poor need help. It is through the proper education of our young that we will receive it. Developing independent thinkers within all the citizenry is America's greatest defense weapon.

INTRODUCTION TO SWAHILI WORDS

Materials:

set of matching cards of seven Swahili words with corresponding pictures

a. the first card consists of a picture with a label across the bottom (control card)
b. the second card consists of a picture only (mute card)
c. the third card is the label only (label card)

Preparation:

1. Consider the readiness of the child
2. Check the availability of the materials
3. Consider your readiness for the activity
4. Invite the child
5. Obtain a rug if demonstrating on the floor

Presentation:

1. Name the activity. Inform the child that Swahili is a language spoken in East Africa.
2. Remove the control cards from the box or container.
3. Place first card in the upper left corner of the rug (or table), the second next to it, moving across the top of the rug from left to right.
4. When all the control cards have been placed, remove the mute cards from the container.
5. Begin with one card, place it below the first card.
6. Call the child's attention to the cards and ask the child if the cards look alike.
7. If "no", move to the next card and the next until a match is made.
8. Name the object pictured (phonetic pronunciation is labeled on the front); English translation is on the back of the control card.
9. Ask the child to repeat the pronunciation.
10. State that the word under the picture says the name of the object in the picture.
11. Continue until all the mute cards are matched to the control cards.
12. Remove the set of labels from the container.
13. Select one and begin at the left.
14. Hold the label directly above the control cards, placing the label near the label on the control card.
15. Ask the child to if "these two words are alike", if not, continue to the next card until a match is made.
16. Place the label below the mute card and pronounce the word again.
17. Continue until all the labels are matched.
18. Collect all the cards. Mix the order of the mute cards and the order of the labels.
19. Replace cards in container and return to shelf.
20. Invite the child to do the activity.
21. See to it that materials are returned to the shelf.

Points of Interest:

1. Attractiveness of images
2. Listening to new sounds

Control of Error:

1. Control cards allow child to self-correct.
2. Small number of cards (6) to introduce familiar objects.

Direct Aim:

1. To learn how to pronounce Swahili words.
2. To learn 6 Swahili words for familiar objects.
3. To give the child practice in matching words and pictures that look alike.

Indirect Aim:

1. To develop appreciation for different people and different languages.
2. Left to right progression as a reading readiness activity.
3. Vocabulary enrichment.

Age:

4 and up

Variation:

1. Additional 3 part cards depicting more familiar objects.
2. The child may write the names of the objects picture.

Extension:

Introducing other languages via the same exercise.

Comments:

1. Make sure all the cards are in straight, even lines.
2. Establish order so the child can see the relationship, one card to the other.

Language:

Swahili words for:
broom - fagio
Mother- mama
Father- baba
friend- rafiki
food - chakoolah
utensils- vyombo
beauty- uzuri

TRADITIONAL DRESS

Materials:

wooden box containing
8 sets of matching cards showing children in traditional dress from the following countries:
Ethiopia
Lesotho
Zambia
Senegal
Liberia
Tanzania
Ghana
Madagascar
the first card consists of a picture with a label across the bottom. The second card consists of a picture only. The third card is the label only. Cards are color coded.

Preparation:

1. Child has studied the location of the above countries.
2. Child has worked with three part cards.
3. Consider the readiness of the child
4. Check the availability of the materials
5. Consider your readiness for the activity
6. Invite the child

Presentation:

1. Name the activity. Inform the child that traditional dress and ceremonial dress are not clothes that are worn everyday but garments that are worn for special occasions such as holidays.
2. Remove the control cards (cards that have picture and word) for one country.
3. Place the cards across the top of the table or rug starting in the upper left corner.
4. Remove the corresponding mute cards (cards that have picture only). Point to the part that is colored and ask the child to match the mute card to the control card.
5. Continue until all the mute cards for that country are matched to the control cards.
6. Remove the corresponding labels from the box.
7. Show the child how to match the label to each card, moving left to right until the label matches, then place it under the two rows of cards.
8. Continue until all labels are matched.
9. When the child has successfully completed the exercise, name the parts of dress that are highlighted, and ask the child to name them.
10. State that the word under the picture says the name of the part of dress that is highlighted in the picture.
11. Return materials to the shelf.
12. Invite the child to do the activity.

13. See to it that materials are returned to the shelf.

Points of Interest:

1. Attractiveness of images
2. Images of children
3. Highlight on isolated areas of the picture

Control of Error:

1. Cards are color coded so all cards of one country can be identified easily.
2. Only one part of garment is highlighted on each card.

Direct Aim:

1. To learn how to pronounce the names of traditional African dress.
2. To learn to recognize traditional African dress.

Indirect Aim:

1. To develop an appreciation for differences.
2. Vocabulary enrichment.

Age:

5½ and up

Variation:

Introduce traditional dress cards for other countries.

Extension:

Have child spell the names of the garments using the mute cards only.

Language:

shamma - Ethiopia
blanket- Lesotho
rain hat- Lesotho
musisi - Zambia
baki - Zambia
boubou- Senegal
anango- Senegal
mbakhane- Senegal
country cloth shirt - Liberia
cowhide sheath - Tanzania
kente cloth - Ghana
akanjo zandina - Madagascar
sikina - Madagascar

MAKING A CARTOUCHE

Materials:

wooden box divided into 30 sections
each section contains symbols from the hieroglyphic alphabet
gold tag board __ x __ cut in the shape of a cartouche
glue stick
hole puncher
several pieces of yarn approximately 18" long
small strips of paper
pencil

Preparation:

1. Concrete knowledge of English alphabet
2. Ability to spell name
3. Consider the readiness of the child
4. Check the availability of the materials
5. Consider your readiness for the activity
6. Invite the child

Presentation:

1. Name the activity. Inform the child that a cartouche is a name plate. They were popular during ancient Egyptian times. Many are visible in the hieroglyphic writings found in Egyptian tombs.
2. Each symbol of the hieroglyphic alphabet corresponds to a letter(s) in the English alphabet.
3. Remove the materials from the shelf and place on a table.
4. Child sits on your left.
5. Write your name clearly on a small piece of paper.
6. Say each letter and look for its corresponding hieroglyphic symbol in the box.
7. Lay each symbol out horizontally left to right under the strip of paper with your name.
8. After the symbols are laid out horizontally, tell the child you are going to lay them out vertically top to bottom since this is the way the cartouche is worn as a necklace.
9. Remove gold cartouche from which has been cut from tag board.
10. Assemble the letters on the cartouche form in their vertical position.
11. Glue each letter on the form.
12. Punch a hole in the top of the cartouche and thread the yarn through the hole; knot the end.
13. Slip the cartouche over your head and around your neck.
14. Return materials to the shelf.
15. Invite the child to do the activity.
16. See to it that materials are returned to the shelf.

Points of Interest:

1. Finished product to take home
2. Seeing name written in a different way
3. Attractiveness of materials

Control of Error:

1. A few symbols in each section
2. Sectioned box
3. English letter in each section so child can relate to symbol

Direct Aim:

1. To learn how to write name using hieroglyphic alphabet.
2. To learn correspondence between hieroglyphic symbols and English alphabet.

Indirect Aim:

1. To develop an appreciation for differences in writing.
2. To develop a knowledge of Egyptian culture.

Age:

5 and up

Variation:

Forming words for other objects.

Extension:

Deciphering coded messages.

Language:

Egypt
Cartouche
Hieroglyphic

MOJA MEANS ONE

Materials:

tray which holds:
container with 15 small identical objects for counting (shells, pebbles, etc.)
15 cards - each card has from 1 to 5 pictures of an Ashanti doll(s)
15 small label cards - each card has the Swahili word for the numbers 1 to 5

Preparation:

1. Child has the ability to count from 1 to 5 in English
2. Consider the readiness of the child
3. Check the availability of the materials
4. Consider your readiness for the activity
5. Invite the child

Presentation:

1. Name the activity.
2. Sit beside the child at a low table or on the floor. If demonstrating on the floor, use a large plain-colored mat as your working area.
3. Take out the first card with one picture of an Ashanti doll. Say "Moja means one." Take one pebble from the container, place it on the doll and repeat moja.
4. Ask the child to repeat the word moja.
5. Take out the next card with two pictures of Ashanti dolls. Say "Mbili means two." Take two pebbles and place one on the first Ashanti doll pictured and the next pebble on the second doll. Repeat the word mbili.
6. Take qut the next card with three pictures of Ashanti dolls. Repeat the process described for introducing moja and mbili.
7. After introducing tatu, give a three period lesson.
8. First Period:
   Take first card with one pebble, place in front of the child. "This is moja." Place second card in front of the child. "This is mbili." Moja, mbili (touching each card). Place the third card in front of the child. "This is tatu." Moja, mbili, tatu (touching all three cards).
9. "Would you like to count?" "Moja, mbili, tatu."
10. Second Period
    "Give me tatu please. Thank you. Let's count it. Moja, mbili, tatu. Give me mbili please. Thank you. Let's count it. Moja, mbili. Give me moja please. Thank you. Let's count it. Moja."
11. Third Period
    "What is this?" Teacher points to either 1, 2, or 3 pebbles. Child responds with Swahili word for the amount.
12. If there is interest go on to the next two numbers.

Repeat the same process.

13. When child begins to error or is tired, stop and tell the child when you will demonstrate the rest of the numbers.
14. Return the materials to the shelf.
15. Invite the child to do the activity.
16. See to it that materials are returned to the shelf.

Points of Interest:

1. Attractiveness of the materials
2. Counting with concrete objects

Control of Error:

1. Exact number of objects to correspond to the numbers pictured on the cards.
2. Ashanti dolls give clues as to how many objects to place.

Direct Aim:

1. To learn how to count from 1 to 5 in Swahili
2. To learn to recognize the Swahili words for 1 to 5.

Indirect Aim:

1. To learn that people count in other languages
2. To learn to appreciate differences
3. Language enrichment

Age:

4½ and up

Variation:

1. Change the image on the cards.
2. Change the objects to be counted.

Extension:

1. Use the label cards with only the Swahili words.
2. Increase the naming to ten.

Language:

Moja - One
Mbili - Two
Tatu - Three
Nne - Four
Tano - Five

Comment:

Print the phonetic pronunciation of the words in parenthesis below the printed label.

RECOGNIZING ARABIC NUMERALS

Materials:

a container with -
a set of Arabic numerals from 1 to 10 with the pronunciation of each word across the bottom and a small corresponding English numeral on the back
a similar set of English numerals from 1 to 10

Preparation:

1. Child has mastered counting 1 to 10 in English
2. Child has ability to read phonetically
3. Consider the readiness of the child
4. Check the availability of the materials
5. Consider your readiness for the activity
6. Invite the child

Presentation:

1. Name the activity. Inform the child that Arabic is a language that is spoken in many North African countries.
2. Place the English numeral cards on a table.
3. Starting on the right, place numeral one in the top right hand corner of the table. Explain that Arabic is written and read from right to left.
4. Place numeral two next to one then place numeral three next.
5. Remove the Arabic numerals wahid, ithnain, and thalatha.
6. Place wahid below numeral one, say "Wahid means one."
7. Have child repeat "wahid."
8. Place ithnain below numeral two, say "Ithnain means two."
9. Have child repeat "ithnain."
10. Place thalatha below numeral three, say "Thalatha means three."
11. Give a three period lesson as presented in "Moja means one."
12. Introduce the first five Arabic numerals, placing the cards from right to left.
13. Stop the presentation whenever child begins to error or appears tired.
14. Tell the child when you will demonstrate the rest of the numerals.
15. Return the materials to the shelf.
16. Invite the child to do the activity.
17. See to it that materials are returned to the shelf.

Points of Interest:

1. Different appearance of numerals
2. Pronunciation of different words

Control of Error:

1. English numerals to make one to one correspondence.
2. English numerals on the back of each Arabic numeral card.

Direct Aim:

1. To learn to pronounce the Arabic words for numerals 1 through 10.
2. To learn to recognize Arabic numerals 1 through 10.

Indirect Aim:

1. To learn to place numerals from right to left when counting in Arabic.
2. To learn to read numerals from right to left.
3. To learn to appreciate differences.
4. Language enrichment

Age:

5½ and up

Variation:

1. Introduce objects to be counted.
2. Mix order of cards and have child sequence correctly (right to left).

Extension:

Remove pronunciation guide from bottom of Arabic numeral cards.

Language:

Wahid - One
Ithnain - Two
Thalatha - Three
Arba - Four
Khamsa - Five
Sitta - Six
Saba - Seven
Thamania - Eight
Tisa - Nine
Ushra - Ten

Comment:

The phonetic words are presented to assist in the pronunciation only. The teacher would not be able to read the Arabic words, therefore the transliteration is given phonetically. The child should be encouraged to learn to pronounce the words but not memorize the spelling of the word.

MATCHING AFRICAN ANIMALS

Materials:

tray which holds
small container with 5 pictures of African animals laminated on 3" x 3" cards
small container with 5 rubber or plastic African animals corresponding to pictures

Preparation:

1. Consider the readiness of the child
2. Check the availability of the materials
3. Consider your readiness for the activity
4. Invite the child
5. Use a mat for the table or rug for the floor

Presentation:

1. Name the activity.
2. Remove the activity from the shelf.
3. Sitting next to the child, remove the cards with the pictures of the animals. Say "We are going to learn the names of some animals that live in Africa."
4. Place the first card in the upper left corner of the mat or the rug, the second next to it and so on continuing across the top of the rug or mat from left to right.
5. When all the cards have been placed, remove one of the animals from the container.
6. Beginning with the first card in the left hand corner, place the animal below the card, call the child's attention to the two items and ask "Are these the same?"
7. If the child says "no", move to the next card and repeat the process until a match is made.
8. When the match is made, name the object and the card.
9. Ask the child to repeat the pronunciation.
10. Continue in like manner until all the animals and cards are matched.
11. Collect all the cards and replace in the container.
12. Collect all the animals and replace in the container.
13. Replace containers on tray and return the materials to the shelf.
14. Invite the child to do the activity.
15. See to it that materials are returned to the shelf.

Points of Interest:

1. Attractiveness of materials
2. Learning new words

Control of Error:

1. Small number of cards and objects

2. One to one correspondence of objects and cards

Direct Aim:

1. To learn how to pronounce the names of African animals.
2. To learn how to match objects to pictures

Indirect Aim:

1. Left to right progression as a preparation for reading and writing.
2. Vocabulary enrichment.

Age:

2½ and up

Variation:

Adding more pictures and animals.

Extension:

Using labels to teach word recognition.

Language:

camel
elephant
gazelle
lion
hornbill

NAMING AFRICAN COUNTRIES

Materials:

container or box with
set of matching cards of eight African countries (Ethiopia, Ghana, Lesotho, Liberia, Madagascar, Senegal, Tanzania, Zambia)

a. the first card consists of an outline of the shape of the country with a label naming the country across the bottom (control card)
b. the second card consists of outline of the shape of the country (mute card)
c. the third card is the label only - name of country (label card)

Preparation:

1. Consider the readiness of the child
2. Check the availability of the materials
3. Consider your readiness for the activity
4. Child should have been introduced to globe, world map and continent puzzle map.
5. Invite the child
6. Use a mat for the table or rug for the floor

Presentation:

1. Name the activity.
2. Remove the control cards for 3 countries from box or container.
3. Place the first three control cards in the upper left corner of the rug or mat, the second next to it and the third next.
4. When all the control cards have been placed, remove the corresponding mute cards from the container.
5. Begin with one card, place it below the first card.
6. Trace the outline with your finger, calling the child's attention to the cards and asking the child if the cards look alike.
7. If no, move to the next card and the next, until a match is made.
8. Name the country outlined when the control and mute card is matched.
9. When all three countries are matched, proceed with the three period lesson. (SEE MOJA MEANS ONE FOR THIS PROCEDURE.)
10. Remove the set of labels from the container.
11. Select one and begin at the left.
12. Hold the label directly above the control cards, placing the label near the label on the control card.
13. Ask the child if "these two words are alike", it not, continue to the next card until a match is made.
14. Place the label below the mute card and pronounce the word again.
15. Continue until all the labels are matched.

16. If there is interest go on to the next three countries, etc.
17. When child shows signs of disinterest, collect all the cards. Mix the order of the mute cards and the order of the labels.
18. Replace cards in container and return to the shelf.
19. Invite the child to do the activity.
20. See to it that materials are returned to the shelf.

Points of Interest:

1. Attractiveness of materials
2. Learning new words

Control of Error:

1. Control cards allow child to self correct.
2. Introducing small number to select from (3) insures success.

Direct Aim:

1. To learn to recognize the shapes of African countries.
2. To learn to recognize the names of African countries.

Indirect Aim:

1. A knowledge of geography
2. Language enrichment

Age:

4½ and up

Variation:

1. Make 3 part cards for additional African countries.
2. Child may write the names using the moveable alphabet.

Comments:

1. Make sure all the cards are in straight, even lines.
2. Establish order so the child can see the relationship, one card to the other.

Language:

Ethiopia
Ghana
Lesotho
Liberia
Madagascar
Senegal
Tanzania
Zambia

THE CHILDREN OF AFRICA DRESS UP

Materials:

container which holds:
8 pictures of children dressed in traditional clothing from
- Ethiopia
- Ghana
- Lesotho
- Liberia
- Madagascar
- Senegal
- Tanzania
- Zambia

each picture has the name of the country on the back.
8 control cards with an outline of each of the above countries and a label with the countries name at the bottom of the card
rug or floor mat large enough to accommodate materials

Preparation:

1. Child has been introduced to the globe, the world map and the continent puzzle map.
2. Child has been introduced to naming African countries activity.
3. Consider the readiness of the child
4. Check the availability of the materials
5. Consider your readiness for the activity
6. This is a floor activity, use a rug to define-space.
7. Invite the child

Presentation:

1. Name the activity.
2. Remove the materials from the shelf and bring to the floor.
3. Sitting next to the child, remove 3 of the control cards that depict the outline of the country.
4. Starting in the upper left corner of the rug, place the first card on the rug, the second next to it and the third next.
5. Pointing to the first card, ask the child "What country is this?" (child should know). Proceed in like manner with the remaining 2 cards.
6. If child does not know, do not continue. Introduce child to Naming African Countries activity.
7 If the child falters somewhat you may wish to refresh his/her memory with a quick three period lesson (See Moja Means One).
8. After child has named the three countries pictured, explain that you wish to show him how the children of these countries dress for special occasions and/or holidays.
9. Remove the corresponding picture cards of the children

from these three countries from the container and place each picture beneath the corresponding card which depicts the shape of the country.

10. As you place each card say "This child is from _____. This is the shape of _____. Can you say _____?"
11. After the child has pronounced each country's name and observed your placement of the cards, pick up the picture cards of the children. Mix the order of these cards and ask the child to place them beneath the correct country.
12. If the child errors, repeat step 11.
13. If the child is successful, introduce 2 additional countries. Have the child then identify the children of all 5 countries.
14. If the child is still interested, add the additional countries either one at a time, two or all three depending on the interest and ability of the child.
15. Pick up all the picture cards, mix the order and have the child match all eight pictures.
16. Turn the picture cards over and show the child how they can check their answer.
17. Return materials to the container.
18. Return container and rug or mat to the shelf.
19. Invite the child to do the activity.
20. See to it that materials are returned to the shelf.

Points of Interest:

1. Attractiveness of materials
2. Colorful pictures of boys and girls in different type garments.

Control of Error:

1. Small number of items to match
2. Self correcting notation on back of picture card

Direct Aim:

1. To learn to associate traditional dress with country of origin.
2. To reinforce learning African country names and geographical shape.

Indirect Aim:

1. To develop an appreciation for differences in dress.
2. To increase short term memorization skills.

Age:

4½ and up

Variation:

1. Matching countries with artifacts.
2. Child may write the names using the moveable alphabet.

Extensions:

Matching picture card with labels only.

TRACING THE SHAPE OF AFRICAN COUNTRIES

Materials:

tray containing
a piece of the puzzle map of Africa representing Ethiopia
6" square of foam rubber
small tool for piercing holes in paper
napkin holder with several sheets of 6" squares of colored construction paper and a heavier stock white paper
small dispenser of glue

Preparation:

1. Child has been introduced to the globe, the world map and the continent puzzle map.
2. Child has mastered tracing the continent puzzle map.
3. Child has been introduced to three part cards naming Ethiopia, Ghana, Lesotho, Liberia, Madagascar, Senegal, Tanzania and Zambia.
4. Consider the readiness of the child
5. Check the availability of the materials
6. Consider your readiness for the activity
7. Invite the child

Presentation:

1. Name the activity.
2. Remove the puzzle from the puzzle rack and bring to the table.
3. Remove the tray from the shelf and place next-to the puzzle on the table.
4. Sit next to the child.
5. Thumb and index finger of dominant hand remove the puzzle piece representing Ethiopia.
6. Place the puzzle piece in front of the child say "This piece of the puzzle represents Ethiopia." (The child should recognize this from his previous work with the 3 part cards.)
7. Today I'm going to show you how to make your own map of Ethiopia.
8. Remove the square of foam. Place directly in front of you.
9. Remove a piece of construction paper and place directly on top of the foam.
10. Place puzzle piece of Ethiopia directly in the middle of the 6" square of paper.
11. Holding the puzzle piece with your subdominant hand, pick up the piercing tool in the dominant hand.
12. Holding the point of the tool against the side of the puzzle, trace around the shape of the puzzle by piercing small holes directly next to each other. The holes should be as close to each other as possible.
13. Put the tool back on the tray.
14. Replace the puzzle piece back in the continent puzzle.
15. Pick up construction paper and gently punch out the

perforated shape of Ethiopia.
16. Remove a piece of white paper.
17. Glue the shape of Ethiopia to the white backing.
18. Name the country again. "This is the shape of Ethiopia."
19. Replace all the materials on the tray and return materials to the shelf.
20. Invite the child to do the activity.
21. See to it that materials are returned to the shelf.

Points of Interest:

1. Attractiveness of materials
2. Use of piercing tool
3. Punching out perforated shape

Control of Error:

1. Teacher has isolated one piece of the larger continent puzzle.
2. Color of construction paper should match color of puzzle piece.

Direct Aim:

1. Recognition of the shapes of African countries.
2. Fine motor coordination skills.

Indirect Aim:

Knowledge of geography.

Age:

5 and up

Variation:

1. Introduce one or two countries a week until the children have traced all the countries of the African continent.
2. Child may write the names using the moveable alphabet.

Extensions:

Have the child make their own 3 part cards. Use this first presentation as the mute card. Have them make another with the label for a control card, and a third card with only the name of the country.

Comment:

1. Introduce the countries of Ethiopia, Ghana, Lesotho, Liberia, Madagascar, Senegal, Tanzania and Zambia first since these are the countries introduced with the 3 part cards.
2. Corn cob holders are good piercing tools.

FLAG MAP OF AFRICA

Materials:

tray with several blank maps of Africa - outline of different countries is the only marking on the map.
one map of Africa that has small colored flags printed on the countries corresponding to the nationality occupying the space
one 8½ x 11 piece of foam rubber
small box with flags of African countries glued to toothpicks

Preparation:

1. Child has been introduced to the globe, the world map and the continent puzzle map.
2. Child has been introduced to naming the African countries activity.
3. Consider the readiness of the child
4. Check the availability of the materials
5. Consider your readiness for the activity
6. Invite the child

Presentation:

1. Name the activity.
2. Remove materials from the shelf and bring to the table.
3. Sitting next to the child, remove one blank map.
4. Point to various countries and ask the child "Do you know what this is?" The child should answer correctly if they have worked with the tracing and naming African countries activity.
5. "Today we'll do something really fun. This map (indicate the blank map) has a matching map called a flag map. See all these pictures (indicate the printed flags). They are flags. In this box we have the flags."
6. Take a flag out of the container and find it on the flag map.
7 Immediately find the corresponding country on the blank map.
8. Remove the piece of foam from the tray and place the blank map on top of the foam directly in front of you.
9. "See this little stick?" (Indicate the toothpick and its sharp end.)
10. Stick the end of the toothpick through the appropriate place on the blank map so it corresponds to the placement of the flag on the printed map.
11. Continue in this manner until several flags have been matched and inset on the blank map.
12. Replace the materials on the tray.
13. Return materials to the shelf.
14. Invite the child to do the activity.
15. See to it that materials are returned to the shelf.

Points of Interest:

1. Attractiveness of materials
2. Seeing the blank map transformed
3. Piercing the blank map with toothpick flags

Control of Error:

1. Printed map serves as a guide.
2. There is one flag for each country.

Direct Aim:

1. To learn to identify the different African maps.
2. To reinforce the recognition of African countries.

Indirect Aim:

1. To develop more knowledge of geography.
2. Language enrichment
3. Eye/hand coordination

Age:

5½ and up

Variation:

Write the name of the countries in each blank space.

Extensions:

Draw and color the flags of the countries in each blank space.

Comment:

1. Begin with the most familiar African countries (this may be the 8 countries introduced in the naming and tracing activity).
2. Limit the number of flags to 10 or 15 instead of 50+ for all the countries. The child will be overwhelmed with too many decisions otherwise.

MAKING A BOOKLET ABOUT TANZANIA

Materials:

empty container left on the shelf
container with printed sheets for booklet entitled TANZANIA
colored pencils and/or pens
puzzle map of Africa
hole puncher
small brass fasteners
blank paper

Preparation:

1. Child can read at first or second grade level.
2. Child has been introduced to globe, world map and continent puzzle.
3. Child has been introduced to naming the African countries activity.
4. Consider the readiness of the child
5. Check the availability of the materials
6. Consider your readiness for the activity
7. Invite the child

Presentation:

1. Name the activity.
2. Remove the puzzle map from the rack and bring to the table.
3. Remove the container with materials and bring to the table.
4. Sitting next to the child, remove the puzzle piece for Tanzania. Say "We are going to learn more about this country. (What country is it?) You may wish to make your own booklet about Tanzania. We have some pages for a book. I would like to show them to you."
5. Remove the first page. Review the two words TANZANIA and AFRICA.
6. Tell the child the pictures may be colored.
7. Remove page 2. Have the child read the information and suggest colors for the picture.
8. Remove page 3 and the rebus key page. Explain to the child that pictures have been used in place of words. The meaning of the picture is on the page called Rebus key.
9. Look for the first symbol on page 3. Decode. Repeat for the second symbol.
10. Continue with page 4 and 5.
11. Allow child to complete the coloring of the booklet. Have child put his/her name on the front page of the booklet.
12. Inform child that booklets will be kept in a special box next to the activity. Show child where the container is.
13. If they wish to color at another time, they can get their booklets from this container.

14. Also inform child that pages will be added to the booklet each week.
15. Using a sheet of blank paper, show child how to punch holes and use brass fasteners to hold the pages together.
16. Observe child punch pages and put booklet together.
17. Invite the child to do the activity.
18. See to it that materials are returned to the shelf.

Points of Interest:

1. Creation of book
2. Coloring of materials

Control of Error:

1. Introducing only 5 pages or less at a time.
2. Child's previous introduction with the subject.

Direct Aim:

1. To learn more about Tanzania.
2. To practice reading skills.

Indirect Aim:

1. To learn more about the geography of Tanzania
2. Language enrichment
3. Using a key to decipher information

Age:

6 and up

Variation:

Teacher may develop additional booklets for other countries.

Extensions:

Children may write stories using vocabulary words learned in this activity.

Comment:

1. Introduce 1-5 pages each week.
2. This activity may be done with an individual child or a small group (2-5).

MATCHING PICTURE OF ETHIOPIAN IMAGES

Materials:

A divided container with a set of 9 pairs of matching cards illustrating Ethiopian images.
Rug or mat for the floor

Preparation:

1. Consider the readiness of the child
2. Check the availability of the materials
3. Consider your readiness for the activity
4. Invite the child

Presentation:

1. Name the activity and remove from the shelf to the rug or mat on the floor.
2. Sit beside the child.
3. Use only 3 of the pairs to introduce the concept of matching.
4. Remove the set of 3 pairs from the container. Place one card from each pair at the top of the rug, moving left to right. Place the cards next to one another.
5. Place the matching identical cards below its mate.
6. Point to the two cards in each pair and be sure the child notices that they are identical.
7. Introduce the next 3 pair in like fashion.
8. Continue with the last 3 pair.
9. Pick up one half of the paired cards and return to the container.
10. Mix the order of the remaining half so they will not be in the right order for the next user.
11. Return cards to the divided container.
12. Invite the child to do the activity.
13. See to it that materials are returned to the shelf.

Points of Interest:

1. Attractiveness of materials
2. Images that look familiar

Control of Error:

1. Limited number of cards
2. Identical images for matching

Direct Aim:

1. To visually discriminate identical pairs.
2. To develop the skill of matching one to one.

Indirect Aim:

1. Left to right progression as a prereading, prewriting skill.
2. Appreciation for images of African people.
3. Using a key to decipher information

Age:

2½ and up

Variation:

Create similar cards with other images.

Comment:

Cards should be mounted and laminated. When mounting, place half of the pair on one color background and the other half on a different color. This facilitates ease in replacing the materials.

MAKING ADRINKA CLOTH

Materials:

Container or tray which holds:
gum eraser
tool to cut eraser
inked stamp pad
several pieces of light colored fabric 7" x 7"
4 cards 3" x 3" each having a different symbol. On the back of the card is the written word for the symbol.
piece of paper and felt tip marker

Preparation:

1. Child has mastered cutting activities and knows how to use carving tools.
2. Consider the readiness of the child
3. Check the availability of the materials
4. Consider your readiness for the activity
5. Invite the child

Presentation:

1. Name the activity.
2. Explain to the child that "Adrinka" means goodbye. It was the name given to fabric which was worn for funerals. The cloth was covered with printed symbols which expressed the wearer's feelings about the dead person and conveyed a parting message.
3. Now the fabric is worn for many different celebrations.
4. Some of the symbols represent poetic messages; others illustrate comforting proverbs.
5. Show the child the cards that have examples of the symbols.
6. Take a piece of paper and the felt tip marker; draw a symbol on the paper.
7. Make the same design on the gum eraser using the marker.
8. Use the tool to cut around the design.
9. Cut away the background from the design.
10. Press the cut gum eraser firmly on the inked stamp pad.
11. Take a piece of of cloth and place in front of you.
12. Press the eraser firmly on the cloth.
13. Continue making designs on the cloth with the eraser.
14. Place the cloth in the drying area.
15. Place materials back on the tray.
16. Invite the child to do the activity.
17. See to it that materials are returned to the shelf.

Points of Interest:

1. Attractiveness of materials
2. Use of cutting tool
3. Seeing imprint of design on fabric

Control of Error:

1. Wide of felt tip marker distinguished foreground from background.
2. Size of cloth limits child from getting too overwhelmed.

Direct Aim:

1. To carve design in soft medium.
2. To replicate Adrinka cloth.

Indirect Aim:

1. Fine motor coordination
2. Appreciation for hand crafted fabric

Age:

6 and up

Variation:

Use two or more ink pads with different color ink to create more colorful prints.

Extension:

Sew or embroider additional symbols on the fabric.

Comment:

1. For younger children, the teacher may have the eraser precut.
2. The child may wish to copy one of the designs on the cards or make his/her own.

Language:

Aya - the fern symbol for independence
Sankofa - symbol for history
Adinkerahene - symbol for king

MAKING AN AKUABA DOLL

Materials:

tray which holds:
container with a small amount of creatherm
wooden skewer approximately 6" long
3 pictures of Akuaba dolls, mounted and laminated on 4" x 4" cards

Preparation:

1. Child has been introduced to clay, playdo or creatherm previously.
2. Child has been introduced to the geometric solids, square, ovoid, sphere.
3. Consider the readiness of the child
4. Check the availability of the materials
5. Consider your readiness for the activity
6. Invite the child

Presentation:

1. Name the activity.
2. Explain to the child that Akuaba doll is from the Ashanti tribe in Ghana. Legend tells of a married couple who was unable to have children. They went to their leader. He gave them this doll. The woman wore the doll in a pocket or sash. Nine months later the wife bore a child.
3. Today these dolls may be carried by an expectant mother as a good luck charm for a healthy child. Children in Ghana make these dolls and use them as toys.
4. Display the 3 laminated pictures of the Akuaba doll. Say "The doll is shown with three different shaped heads. An oval head represents a girl baby, a square head represents a boy baby, and a round head expresses a desire for a wise child."
5. Roll a ball of creatherm in your hands.
6. Flatten the clay with the palm of your hand.
7 Use the skewer to cut through the creatherm and produce the doll's body.
8. Remove the excess and return it to the container.
9. Use the skewer to draw in facial and body features
10. Place a hold through the top of the head so the doll can be work around your neck.
11. Explain to the child that the doll will be baked in the oven for 20 minutes at 350°.
12. Once this is done, string some yarn or a strip of leather through the doll, and tie around your neck.
13. Replace materials on the tray.
14. Invite the child to do the activity.
15. See to it that materials are returned to the shelf.

Points of Interest:

1. Attractiveness of materials
2. Manipulation of creatherm
3. Having an article to keep

Control of Error:

1. Small amount of creatherm
2. Sample of images to be reproduced

Direct Aim:

1. To create an Akuaba doll
2. To develop fine muscle skills

Indirect Aim:

1. To learn about the customs of Ghana
2. To appreciate a different art object

Age:

4½ and up

Variation:

1. Use playdo for younger children
2. Use pottery clay and fire in a kiln

Comment:

Creatherm is a commercial product. It is similar to clay except it can be baked in a regular oven at 350° for 20 minutes and it will harden.

Language:

Ghana
Akuaba or Ashanti (the name of the tribe where custom began) doll

MAKING YARN BRACELETS

Materials:

tray which holds:
container with cardboard strips
tape
container of yarn - preferably colors similar to Nigerian bead patterns in bracelets
container of paste

Preparation:

1. Cut the cardboard strips approximately ½" x 7". Wrap the strips around to form a loop. Overlap the ends and tape.
2. Child knows how to tie a knot.
3. Child has successfully completed matching bead patterns.
4. Consider the readiness of the child
5. Check the availability of the materials
6. Consider your readiness for the activity
7. Invite the child

Presentation:

1. Name the activity.
2. Remove a cardboard strip from the container. Place in front of you.
3. Remove some yarn from a container. Place that in front of you.
4. Tape one end of the yarn onto the cardboard.
5. Wrap the yarn around the cardboard going around and around.
6. Knot the ends of the yarn on the inside of the cardboard and tuck the ends in.
7. Finish off the bracelet by putting a dab of paste on the end of the yarn and tucking it underneath the wrapped yarn on the inside of the bracelet.
8. Place the bracelet in a secure area so paste can dry.
9. Invite the child to do the activity.
10. See to it that materials are returned to the shelf.

Points of Interest:

1. Attractiveness of materials
2. Having a finished product to take home.

Control of Error:

1. Cardboard is precut and taped.
2. Limit yarn to what child needs for 1 or 2 bracelets.
3. Yarn is cut into manageable lengths.

Direct Aim:

1. To make a craft product
2. To increase fine motor coordination

Indirect Aim:

1. To create bead patterns via the use of yarn.
2. To develop an appreciation for making jewelry.

Age:

4½ and up

Variation:

Cut cardboard large enough for hooped necklace similar to ones worn by Masai tribe.

MATCHING BEAD PATTERNS

Materials:

A wooden or straw container with
4 pairs of Nigerian beaded bracelets
a cloth mat

Preparation:

1. Consider the readiness of the child
2. Check the availability of the materials
3. Consider your readiness for the activity
4. Invite the child

Presentation:

1. Name the activity.
2. Explain to the child that you want them to look very closely at the beads in the bracelet.
3. Place mat in front of you.
4. With dominant hand, pick out one bracelet, hold it at an angle in front of you so child can see the bead pattern.
5. Using subdominant hand, select another bracelet and hold the two side by side to see if they match. If they do, nod your head affirmatively and repeat the process.
6. Lay the matching pair on the mat.
7. If they don't match, nod your head "no", lay the bracelets on the mat and point to the differences in the pattern.
8. Select another bracelet and repeat process #5 or #7.
9. After all the bracelets are matched in pairs, mix the order and return to the container.
10. Invite the child to do the activity.
11. See to it that materials are returned to the shelf.

Points of Interest:

1. Attractiveness of materials
2. Manipulation of the bracelet

Control of Error:

1. Small number of bracelets to match.
2. There is a pair for each pattern.

Direct Aim:

1. To heighten visual discrimination skills
2. To develop an understanding about pairs

Indirect Aim:

1. To develop an appreciation for African bead patterns

2. To distinguish colors

Age:

4 and up

Variation:

1. Have child place bracelet on arm and match the bracelets on his/her arm.
2. Increase number of pairs.

Extension:

Add bracelets from other countries and have child match as well as distinguish country of origin.

GROUPING ARTIFACTS FROM THE SAME COUNTRY

Materials:

A divided container which holds:
12 control cards with pictures of masks, mother/child figures and male/female figures from Egypt, Ivory Coast, Nigeria and Zaire. These cards have the name of the country printed below the picture.
12 mute cards with identical pictures as the control cards but the name of the country is omitted.
12 label cards, 3 with the label Egypt, 3 with the label Ivory Coast, 3 that say Nigeria, and 3 that say Zaire
rug or mat

Preparation:

1. Child has been introduced to the location of the four countries via a geography presentation.
2. Child has the ability to read the label cards.
3. Consider the readiness of the child
4. Check the availability of the materials
5. Consider your readiness for the activity
6. Invite the child

Presentation:

1. Name the activity.
2. Remove materials from the shelf and place on the table or floor (use a mat or rug accordingly).
3. Remove the control cards from the container and place them in a vertical row, making one row for the cards from Nigeria, another with cards from Ivory Coast, a third with cards from Zaire, and a row with pictures from Egypt. Say each country's name aloud as you place the control cards.
4. Place the cards in order horizontally according to what they depict, i.e. all the masks are in the same row, all the male/female figures are in the same position, all the mother/child pictures are lined up accordingly.
5. Explain to the child that the word below each picture is the name of the country where the artifact came from.
6. Remove the mute cards from the container and place each one beside its identical mate.
7. Remove the label cards from the container and select the correct country for each of the mute cards by referring to the control cards. Pronounce each country's name again and place the label card below the picture.
8. When the layout is complete, point out to the child that each pair of pictures and label cards are identical.
9. Put the cards back in the container.
10. Invite the child to do the activity.
11. See to it that materials are returned to the shelf.

Points of Interest:

1. Attractiveness of materials
2. Sense of accomplishment

Control of Error:

1. Limited number of cards
2. Equivalent sets
3. Control cards for self correction

Direct Aim:

1. Visual discrimination
2. Developing familiarity with African art

Indirect Aim:

1. Vocabulary enrichment
2. Appreciation for cultural differences

Age:

5 and up

Variation:

1. Adding additional categories such as tools, stools, etc.
2. Adding pictures from different countries.

Extension:

Reverse the procedure by laying out the mute card first and have the child find the label card that goes with the mute card. Use the control cards to check the answers.

Language:

Egypt
Nigeria
Ivory Coast
Zaire
artifact

NAMING AFRICAN INSTRUMENTS

Materials:

A container which holds
12 control cards picturing the following instruments
drum, rattle, bamileke (Cameroon horn), calabash trumpet, sanza, log xylophone, rhythm instruments, double metal bell, male and female harp, harp, alghaita, calabash rattle
12 identical mute cards
12 label cards
mat or rug

Preparation:

1. Child has been introduced to some African instruments via the Identifying African Instruments Activity.
2. Consider the readiness of the child
3. Check the availability of the materials
4. Consider your readiness for the activity
5. Invite the child

Presentation:

1. Name the activity.
2. Remove activity from the shelf and secure a rug if demonstrating on the floor or a mat if demonstrating at the table.
3. Remove 3 or 4 control cards from the container.
4. Place the cards in the upper left corner of the rug or mat--placing each card next to the other in a left to right progression.
5. Say the name of each instrument pictured as you place the cards.
6. Remove the matching cards and match identical pictures, placing the identical card directly below its mate.
7. Point to the matches as you make them.
8. Remove the label cards from the container.
9. Beginning at the left, hold the label card next to the printed label on the first control card. Nod your head yes or no depending on the match or mismatch.
10. If labels match, place the label card beneath the corresponding mute card and say the word.
11. Ask the child to repeat the word.
12. If label doesn't match, continue the search until the match is found.
13. Once all 3 or 4 control cards have been matched with mute and label cards, give a 3 period lesson.
14. If the child is still interested, introduce 3 more control cards in like manner. Continue until child is no longer interested.
15. When child becomes disinterested, stop. Reintroduce additional cards at another time.
16. Put materials away. Shuffle mute cards so they are not in order for next person.

17. Invite the child to do the activity.
18. See to it that materials are returned to the shelf.

Points of Interest:

1. Attractiveness of materials
2. Sense of accomplishment

Control of Error:

1. Introduction of only 3 or 4 cards at a time.
2. Control cards enable child to self correct.

Direct Aim:

1. To learn the names of 12 African instruments
2. To learn to visually discriminate 12 African instruments.

Indirect Aim:

1. Left to right progression as pre-reading skill
2. Vocabulary enrichment

Age:

4½ and up

Variation:

Adding cards that illustrate more instruments.

Extension:

Matching instruments to country of origin.

Language:

harp	drum	calabash trumpet	rhythm instruments
alghaita	rattle	sanza	double metal bell
calabash rattle	bamileke	log xylophone	male & female harp

RECOGNIZING INSTRUMENT SOUNDS

Materials:

A basket or large container which holds
drum
finger piano
xylophone
rattle
metal bell
blindfold
rug

Preparation:

1. Consider the readiness of the child
2. Check the availability of the materials
3. Consider your readiness for the activity
4. Invite the child

Presentation:

1. Name the activity.
2. Remove the materials from the shelf and bring to the rug.
3. Sit next to the child.
4. Remove one of the instruments and show child how to play it to make a sound.
5. Name the instrument.
6. Ask child to repeat the name and play the instrument. Tell them to remember the sound of the instrument.
7. Place instrument in front of you on the mat.
8. Remove another instrument. Repeat steps 4-7.
9. Remove a third instrument and repeat steps 4-7.
10. Give a three period lesson naming the three instruments.
11. When the child has learned the names of the instruments, ask the child to play a game with you.
12. Tell child you want to see if they can recognize the sound of the instrument.
13. Put the blindfold on the child or allow them to put it on.
14. Take one of the instruments that you've introduced and make a sound.
15. Ask the child to name the instrument.
16. If child guesses correctly, continue on until all three sounds have been correctly identified.
17. If child misses, have them remove blindfold and reintroduce 3 period lesson emphasizing name and sound of instrument.
18. Continue in like manner until all six instruments have been identified or until child is no longer interested.

Points of Interest:

1. Sounds of instruments
2. Use of blindfold

Control of Error:

1. Difference in sounds of each instrument.
2. Use of familiar sounding instruments.

Direct Aim:

1. To auditorially discriminate
2. To learn the names of the instruments

Indirect Aim:

1. Vocabulary enrichment
2. Development of auditory listening skills

Age:

3½ and up

Variation:

Use a tape recording of the same sounds.

Extension:

Introduction of less familiar instruments.

Language:

drum
finger piano or sanza
xylophone
rattle
metal bell

MATCHING SOUNDS TO PICTURES

Materials:

A large container or tray which holds
a basket or container which holds 7 small pictures of the following instruments:
- harp
- bamileke
- alghaita
- sanza
- xylophone
- rattle
- small drum

A cassette tape recorder
A prepared cassette tape with portions of music highlighting the above instruments
A headset for individualized listening
A small mat

Preparation:

1. Child has been introduced to the names of the 7 instruments via the Naming African Instruments activity.
2. Child has mastered the Recognizing Instrument Sounds activity.
3. Child knows how to operate tape recorder.
4. Teacher has prepared a tape of several bands. Each band presents the instrumental sounds in a different order. After each band, there is a narrative that names the correct order of the instruments.
5. Consider your readiness for the activity.
6. Consider the readiness of the child.
7. Check the availability of the materials
8. Invite the child.

Presentation:

1. Name the activity. Inform the child that you are going to listen to the tape recording together without the headset. However, when the child does this activity alone, he/she will need to use the headset so as not to disturb others.
2. Spread the mat in front of you on the table.
3. Remove the 7 pictures from the basket; ask the child to name them. Place the pictures in a horizontal line.
4. Tell the child they will hear these instruments played by African people in their native homes. The tape will have a short piece of music--maybe 30 seconds--and then a pause.
5. Show the child how to insert the tape, starting at the beginning of the tape and play.
6. Listen to the first instrument on the first band.
7. When the pause comes, stop the recorder. Say "That was a _____." (name the instrument)

8. Look for the picture of the instrument and place the picture below the other pictures on the left side of the mat (you will be starting a new row).
9. Turn the recorder back on and listen to the sounds of the next instrument. Repeat steps 7 and 8.
10. After all 7 instruments have been played and all 7 cards are placed in a straight line, turn the recorder on and listen to the narrative which gives the names of the instruments in the correct order of their presentation.
11. If all the cards are correct, leave them as assembled.
12. If there are errors, rearrange the cards into the correct order.
13. Tell the child there are additional bands on this tape which presents the instruments in a different order.
14. Invite the child to do the next bank independently.
15. After the child has had an opportunity to rearrange the cards in the correct order for the second band, show the child how to rewind the tape before returning the material to the shelf.
16. See to it material is returned to the shelf.

Points of Interest:

1. Sound of instrument
2. Illustrations of the instruments
3. Use of tape recorder

Control of Error:

1. Narrative on tape gives correct answer after the child has ordered the cards.
2. Small number of choices.

Direct Aim:

1. To refine auditory discrimination skills
2. To listen to authentic African music

Indirect Aim:

1. To develop skill in matching a sound to an abstraction or symbol.
2. To encourage left to right progression in organizing work.

Age:

5 and up

Variation:

Use different instruments.

Extension:

Use music that encourages child to listen closer in order to distinguish which sound is more prominent.

Comments:

Most of the music can be obtained from a specialized dealer in the United Kingdom:

Continental Record Distributors Ltd.
97-99 Dean Street
London W.1
Telephone: 01-437-1002

This dealer can recommend local dealers in the United States.

The writer suggests the following recordings:

harp-
Baren Reiter Musicaphon BM 30 L 2308,
The Music of the Senufo, Side A, track 2

bamileke-
Baren Reiter Musicaphon BM 30 L2301,
The Music of the Dan, Side B, track 13

alghaita-
Ocora, OCR 20, Niger, la musique des griots, Side A, track 3, Side B, track 7

sanza-
Baren Reiter Musicaphon BM 30 L2301,
The Music of the Dan, Side A, track 7

xylophone-
Ocora, OCR 36, Anthologie de la musique du Tchad, Side B

rattle-
Ocora, OCR 25, Musiques du Cameroun, Side A, track 1

drum-
Baren Reiter Musicaphon BM 30, L2302
Music from Rwanda, Side A, track 1

MAKING A THUMB PIANO

Materials:

A basket or large container which holds
8 popsicle sticks or tongue depressors
2 blocks of hard wood long enough to place 8 sticks along its length
2 "C" clamps

Preparation:

1. Child has been introduced to pictures and sounds of African instruments.
2. Consider the readiness of the child.
3. Consider your readiness.
4. Check the availability of the materials
5. Invite the child.

Presentation:

1. Name the activity. Inform the child that sanza is also called thumb piano.
2. Lay one block of wood on the table.
3. Arrange the 8 popsicle sticks in varying lengths along the length of the block of wood.
4. Place the other block of wood on top of the sticks. Place carefully so you won't knock the sticks off the bottom block.
5. Fasten tightly with "C" clamps and pluck.
6. Remove the clamps.
7. Return the material to the container.
8. Invite the child to try the activity.
9. See to it that materials are returned to the shelf.

Points of Interest:

1. Sound of instrument
2. Sense of accomplishment

Control of Error:

1. Sticks will fall off if clamp is not tight.
2. Sticks will buzz if clamps aren't tight enough.

Direct Aim:

1. To make a musical instrument
2. To reproduce sounds on the instrument

Indirect Aim:

1. Fine motor coordination
2. Appreciation of music

Age:

4½ and up

Variation:

1. Using more sticks
2. Using sticks of various widths

Extension:

Adjust the sticks to play a scale

MAKING A DRUM

Materials:

Large plastic basin or tub which holds
oatmeal box or cardboard tube
drum heads cut to fit size of tube
strong cord or leather lacing with a large knot at one end
sponge

Preparation:

1. Child has been introduced to pictures of African instruments and names of instruments.
2. Child has mastered lacing frame.
3. Consider the readiness of the child.
4. Consider your readiness.
5. Teacher has punched approximately twelve holes around the perimeter of each skin. Holes are large enough for cording or laces.
6. Check the availability of the materials
7. Invite the child.

Presentation:

1. Name the activity.
2. Remove materials from shelf and place on the floor or table.
3. Remove tube, lacing and sponge from the container.
4. Take container which has drum heads in it to the sink.
5. Place enough water in the basin to barely cover the drum heads.
6. Once the drum heads are thoroughly wet, pour off the water.
7. Wipe excess water from the drum heads with the sponge.
8. Wipe excess water from the inside of the basin with the sponge.
9. Put the drum heads in the basin and return to the workspace.
10. Place one drum head on the top of the tube or can and one on the bottom.
11. Use the lacing or cord to fasten the two heads. Thread the cord through the holes on both drum heads.
12. Tie a knot after the last hole is threaded.
13. Explain to the child that the drum head will shrink when it is dry and it will give a good taut "skin".
14. Untie the knot; unlace the cord.
15. Return materials to container.
16. Invite the child to try the activity.
17. See to it that materials are returned to the shelf.

Points of Interest:

1. Sound of instrument
2. Sense of accomplishment

Control of Error:

1. Equal number of holes on both skins for lacing.
2. Length of cord or laces is precut to fit perfectly.

Direct Aim:

1. To make a drum
2. To reproduce sounds on the instrument

Indirect Aim:

1. To strengthen fine motor coordination
2. To develop an appreciation for instrument making

Age:

6 and up

Variation:

Use inner tube from a tire instead of drum heads.

Extension:

Use one head and tack it to the body. Each child will have their own drum since this activity cannot be taken apart and done again.

Comment:

Drum heads can be secured from a music store. Ask for 2 old drum heads which are usually discarded.

When using inner tube, you will need the assistance of another person to stretch the rubber over the tube opening.

HUNTER'S SONG

Materials:

The recording Music of the Dan - Baren Reiter Musicaphon BM 30 L2301, Side B, tracks 15 and 16
Record player

Preparation:

1. Teacher has informed the children that animals were hunted and killed for food only, not for sport.
2. Teacher informs class that Dan is another name for the area called Ivory Coast.
3. Teacher informs class that there are two areas hunters sing about: hunting on the savannah and hunting in the forest. Teacher tells class what types of animals are found in both areas.
4. This is a group activity so consider the classes' readiness for the activity.
5. Consider your readiness.
6. Check the availability of the materials.
7. Invite the class to participate.

Presentation:

1. Name the activity.
2. Select 5 or 6 children to be the dancers; the rest of the class is the audience.
3. Explain that the Hunter's Dance is one dance in which several dancers pretend to be hunters with bows and arrows. Ask the dancers to practice that part.
4. The hunters look for a place to set a trap. Ask children to select such a place (with ample room for dancing).
5. One of the hunters sets the trap by placing a piece of grass in the center of the dance area.
6. The hunters hide.
7. One dancer pretends to be an animal. He/she moves about carefully, investigating the area. He/she comes upon the trap (grass) and sniffs it. He/she then attempts to take it.
8. The hunters spring out and surround him, killing him with their arrows.
9. The animal dies, and the hunters cut off the tail as a sign of victory.
10. After the children have pantomimed the dance this way without music, add the music and encourage them to coordinate their movements to the rhythms of the recording.

Points of Interest:

1. Body movement
2. Pretend play
3. Sound of music

Control of Error:

1. Pantomime without music first.
2. Use of only 5 or 6 dancers.

Direct Aim:

1. To practice moving body to music
2. To develop an appreciation for African dance

Indirect Aim:

1. To understand music as a means of communication
2. To develop skill in choreography

Age:

4 and up

Variation:

Make up dances for other activities, i.e. weddings, funerals, etc.

Comment:

See "Matching Sounds to Pictures Activity" for information on how to order the record.

Appendix C

Checklist: Including African Culture

in the Early Childhood Environment

	Age Appropriate	Attractive	Complete	Extensions	Mean Score
I. Practical Life					
A. Making Groundnut Soup					
B. Wood Polishing					
C. Wrapping a Lappa					
D. Hair braiding					
E. Making Fufu					
F. Weaving					
II. Language Development					
A. Matching African print patterns					
B. Traditional Dress					
C. Introduction to Swahili					
D. Moja Means One					
E. Making a Cartouche					
F. Recognizing Arabic Numerals					
III. Geography					
A. Naming African Countries					
B. The Children of Africa Dress Up					
C. Tracing the Shapes of African Countries					

	Age Appropriate	Attractive	Complete	Extensions	Mean Score
D. Making a Booklet about Tanzania					
E. Flap Map of Africa					
F. Matching African Animals					
IV. Music					
A. Recognizing Instrument Sounds					
B. Hunter's Song					
C. Making a Thumb Piano					
D. Naming African Instruments					
E. Matching Sounds to Pictures					
F. Making a Drum					
V. Art					
A. Matching bead patterns					
B. Grouping Artifacts from the Same Country					
C. Making Adrinka Cloth					
D. Matching Ethiopian Images					
E. Making Yarn Bracelets					
F. Making an Akuaba Doll					

Score:
4 - excellent
3 - above average
2 - average
1 - below average

Appendix D

Guidelines for Giving Demonstrations

1. Be certain you have the child's attention before you begin.
2. Show each step clearly.
3. If words are necessary, use only the minimum and none at all if a demonstration alone will get the lesson across. Words often distract and interfere with concentration.
4. Do the whole exercise in front of the child. Never stop in the middle and assume the child will know how to do the whole thing.
5. Watch to be sure you are keeping the child's attention as you demonstrate. If the child becomes districted, wait until you have his attention again before going on.
6. After you are finished, watch the child as he/she does the activity and give reminders if necessary.
7. Once the child becomes involved and absorbed in an activity, do not disturb him. Protect him/her from interruptions. Concentration is the first essential for learning.
8. If the child is not interested do not insist on repeating the lesson.
9. Do not redo a job in front of the child. The child's confidence should not be shaken by having work done over

in his presence.

10. Always familiarize yourself with the material or task before giving it to the child. Plan each step of a new activity. Practice demonstrating before showing the work to the child.
11. Be calm and move slowly so the details of your actions will be clear to the child who is watching.

Appendix E

Format for Making an Activity

Title of Activity

Materials:

This lists the items and materials needed to complete the activity.

Preparation:

What needs to be done before you attempt to show the child the activity.

Presentation:

How to present the activity to the child or how the child is to perform the task.

Points of Interest:

Elements built in the activity to let the child know if he/she is doing it correctly.

Direct Aim:

Specific things to be learned from the activity.

Indirect Aim:

Some possible learning that could be reinforced or unconsciously learned by the activity.

Age:

Recommended age of the child performing the activity.

Variations:

Similar activities that may be used after this one is

introduced.

Extensions:

Expansions to the activity--usually more difficult.

Comments:

Additional information not included in the presentation.

Language:

Possible new terms to be learned.

Appendix F

Pre-test

IMAGES OF AFRICA

1. Have you ever heard of the word Africa?
2. What is Africa?
3. What is an African?
4. Are you an African?
5. Are you an African-American?
6. How do people from Africa look?
7. Do you like black or brown skin?
8. Would you like to visit Africa?
9. Would you like to have someone from Africa as a friend?
10. Would you like to eat some African foods?
11. Would you like to learn some African songs?
12. What are the names of some African countries?
13. Can you name some African instruments?
14. Do you know the names of any African animals?
15. Do you know the names of any African clothes?
16. What is Swahili?
17. Can you say a word in Swahili?
18. What does the word mean?
19. Are African people good?
20. Are African people smart?

Appendix G

Post-test

IMAGES OF AFRICA

1. Have you ever heard of the word Africa?
2. What is Africa?
3. What is an African?
4. Are you an African?
5. Are you an African-American?
6. How do people from Africa look?
7. Do you like black or brown skin?
8. Would you like to visit Africa?
9. Would you like to have someone from Africa as a friend?
10. Would you like to eat some African foods?
11. Would you like to learn some African songs?
12. What are the names of some African countries?
13. Can you name some African instruments?
14. Do you know the names of any African animals?
15. Do you know the names of any African clothes?
16. What is Swahili?
17. Can you say a word in Swahili?
18. What does the word mean?
19. Are African people good?
20. Are African people smart?

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